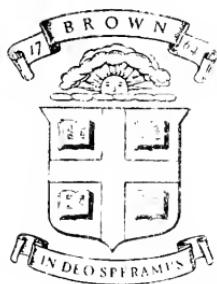


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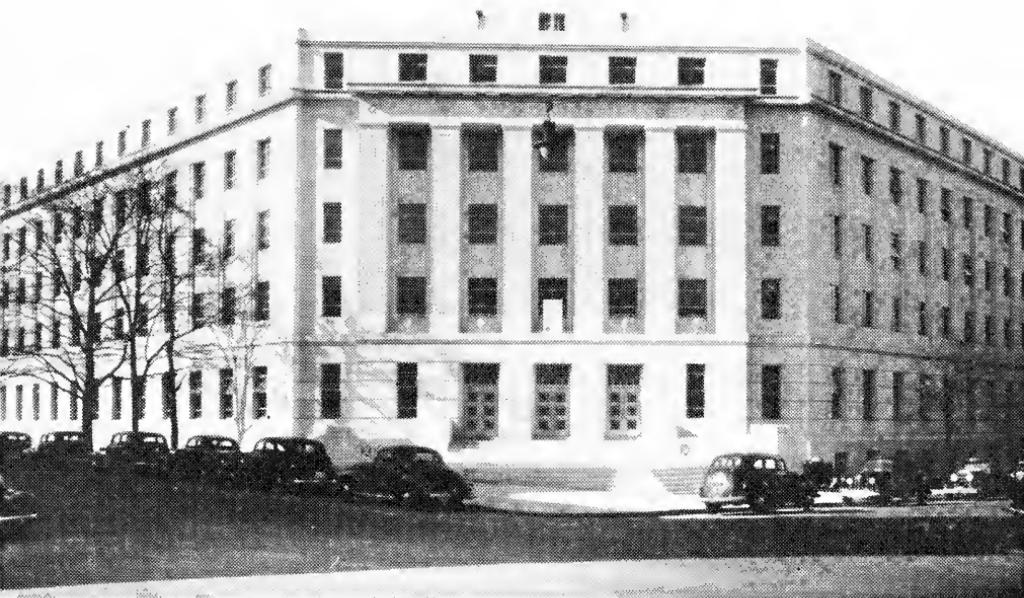


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BIENNIAL REPORT PART 1 1956-1958



Education Building, Raleigh

The following parts of the Biennial Report of the State Superintendent of Public Instruction for the scholastic years 1956-57 and 1957-58 are issued:

Part I—Summary and Recommendations

Part II—Statistical Report, 1956-57

Part III—Statistical Report, 1957-58

BIENNIAL REPORT OF
THE SUPERINTENDENT OF
PUBLIC INSTRUCTION
OF NORTH CAROLINA
FOR THE SCHOLASTIC YEARS
1956-1957 AND 1957-1958

PART ONE

SUMMARY AND RECOMMENDATIONS



PUBLICATION NO. 322



Pride of accomplishment is a worthy outcome of art experience.

LETTER OF TRANSMITTAL

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 15, 1958

*To His Excellency, LUTHER H. HODGES, Governor
and MEMBERS OF THE GENERAL ASSEMBLY OF 1959*

SIRS:

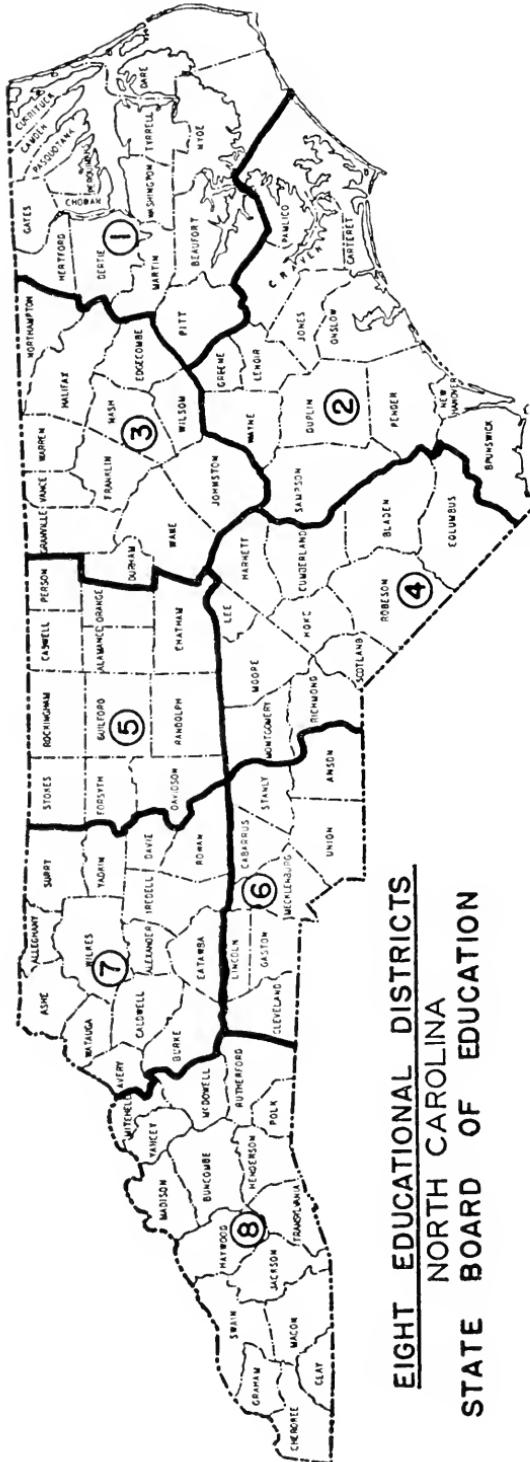
In compliance with G. S. 115-14.3, 120-12, 13 and 147-5, I am submitting the Biennial Report of the Superintendent of Public Instruction. This Report includes information and statistics about the public schools, and recommendations for their improvement.

I hope you and each member of the General Assembly will find the opportunity to read this description of our public schools in action. North Carolina, as this information shows, has made tremendous progress in many phases of its educational program. The Recommendations give some proposals which I believe will improve our schools still further. These, I commend to your earnest consideration and support.

Respectfully submitted,


Charles T. Carroee

State Superintendent of Public Instruction



EIGHT EDUCATIONAL DISTRICTS
NORTH CAROLINA
STATE BOARD OF EDUCATION

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I

What Agencies Administer the Public Schools?

AT THE STATE LEVEL

1. The State Board of Education

Authority—State Constitution (Art. IX, S. 8).

Membership—13 persons: 3 ex officio (Lieut. Governor, State Treasurer and State Superintendent of Public Instruction) and 10 appointed by Governor (8 from 8 educational districts and 2 from State at large).

Term—Eight years (overlapping) for appointive members.

Meetings—Once each month. Special meetings may be set at regular meetings or called by the Superintendent with the approval of the Board Chairman.

Powers and Duties (G. S. 115-11) :

- has general supervision and administration of the educational funds provided by the State and Federal governments.
- is successor to powers of (President of Literary Fund and other) extinct boards and commissions.
- has power to divide the administrative units into districts.
- appoints controller, subject to approval of Governor.
- apportions and equalizes over the State all State school funds.
- directs State Treasurer to invest funds.
- accepts for the schools of the State any Federal funds appropriated.
- purchases land upon which it has mortgage.
- adjusts debts for purchase price of lands sold.
- establishes city administrative units.
- allots special teaching personnel and funds for clerical assistants to principals.
- makes provision for sick leave.
- performs all duties in conformity with Constitution and laws, such as:

certifying and regulating the grade and salary of teachers and other school employees;

adopting and supplying textbooks;

adopting a standard course of study upon the recommendation of the State Superintendent of Public Instruction;

formulating rules and regulations for the enforcement of the compulsory attendance law;

regulating the conferring of degrees and *licensing* educational institutions;

reporting to the General Assembly on the operation of the State Literary Fund;

approving the establishment of schools for adult education under the direction and supervision of the State Superintendent of Public Instruction; and

managing and operating a system of insurance for public school property.

- divides duties into two separate functions:

(a) those relating to supervision and administration excluding fiscal affairs shall be administered by the State Superintendent of Public Instruction.

(b) those relating to the supervision and administration of fiscal affairs shall be under the direction of the Controller.

2. The State Superintendent of Public Instruction

Authority—Constitution (Art. III, S. 1.).

Term—Four years, elected by popular vote.

Duties—(G.S. 115-14, 15) :

- to organize and establish a Department of Public Instruction.
- to keep public informed as to the problems and needs of the schools.
- to report biennially to the Governor.
- to have printed and distributed such educational bulletins as he shall deem necessary and all forms necessary for the administration of the Department of Public Instruction.
- to administer the instructional policies of the Board.
- to keep the Board informed regarding developments in the field of public education.
- to make recommendations to the Board with regard to the problems and needs of education.

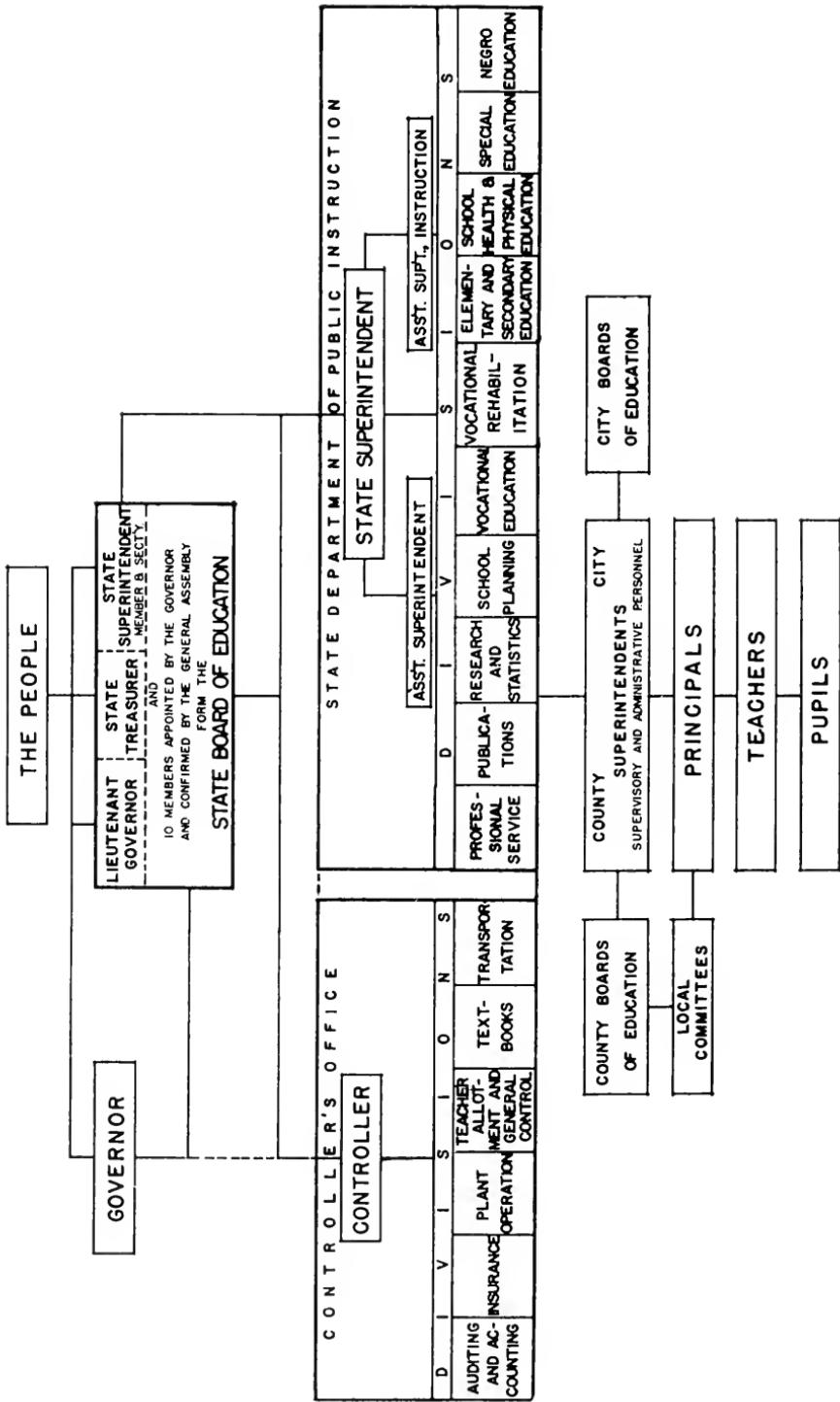
- to make available to the public schools a continuous program of supervisory services.
- to collect and organize information regarding the public schools and to furnish such as may be required to the Board.
- to inform local administrators regarding instructional policies and procedures adopted by the Board.
- to have custody of the official seal of the Board and to attest all written contracts.
- to attend all meetings of the Board and to keep the minutes.
- to perform such other duties as the Board may assign to him.

The Department of Public Instruction:

Consists of an Assistant State Superintendent, an Administrative Assistant, a Coordinator of Teacher Education, and other professional and clerical staff in the following divisions:

- *Division of Elementary and Secondary Education.* This division provides services as follows: evaluation and accreditation of schools; general supervisory assistance in the improvement of instruction; preparation of teachers and other school personnel; and assistance in special areas; for example, testing and pupil classification, visual aids, surveys, library, music, safety and driver education.
- *Division of Negro Education.* This division renders special assistance to Negro schools, including evaluation and accreditation of schools, supervisory activities, preparation of curriculum materials, improvement in preparation of teachers in co-operation with institutions of higher learning for the Negro race, and improvement in race relations.
- *Division of Professional Service.* This division has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers; issues all teachers' certificates; rates teachers employed each year as to certificate held and teaching experience; and coordinates the work of the department with that of the various institutions of higher learning in the field of teacher education.
- *Division of Publications.* This division compiles and edits material to be printed; distributes bulletins and other printed material to local units and individuals; serves as the pur-

NORTH CAROLINA PUBLIC SCHOOL SYSTEM



chasing agency for the divisions of the Department of Public Instruction; and services all divisions including Controller's office in the matter of mail and distribution of supplies.

- *Division of Research.* This division, organized following the provision for a director of research by the General Assembly of 1953, is responsible for planning and directing a research program for the Department of Public Instruction and the State Board of Education. The analysis and interpretation of data resulting from research studies and formulation of recommendations for the solution of problems under consideration, constitute over-all responsibilities of this division.
- *Division of School Planning.* This division assists with plans for new buildings and their location and erection. Screening applications for State funds for school construction and making surveys are major responsibilities of this division.
- *Division of Special Education.* This division, created in 1947, is responsible for the promotion, operation and supervision of special courses of instruction for mentally and physically handicapped. It is also concerned with the administration of a program of training for the trainable mentally retarded children as provided by the General Assembly of 1957.
- *Division of School Health and Physical Education.* This division is responsible for health instruction, physical education, safety, healthful environment, mental hygiene, and health services in the public schools. Health services are administered partly by the State Board of Health and the State Department of Public Instruction through the School Health Coordinating Service program.
- *Division of Vocational Education.* This division administers the programs in vocational agriculture, home economics, trades and industries, distributive occupations, guidance, veterans related training, school lunch program, veterans farming (under the G. I. Bill), and the program requiring the inspection, approval and supervision of those institutions and establishments offering on-the-job-training to veterans under the G. I. Bill. It also supervises area vocational training schools authorized by the General Assembly of 1957.
- *Division of Vocational Rehabilitation.* It is through this division that the State cooperates with the Federal Government

in providing for the vocational rehabilitation of persons disabled in industry or otherwise and for their return to civil employment.

3. The Controller of the State Board of Education

Authority—Chapter 115-2.5 General Statutes of North Carolina.

Term—At will of Board.

Powers and Duties—(G. S. 115-16, 17) :

The controller is the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board. "Fiscal affairs" is defined as "all matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds" administered by the Board.

The controller, under the direction of the Board, performs the following duties:

- maintains a system of bookkeeping which reflects the status of all educational funds committed to the administration of the Board.
- prepares all forms necessary to furnish information for the consideration of the Board in preparing the State budget estimates as to each administrative unit.
- certifies to each administrative unit the teacher allotment as determined by the Board.
- issues requisitions upon the Budget Division, Department of Administration, for payments out of the State Treasury of funds placed to the credit of administrative units.
- procures through the Purchase and Contract Division, Department of Administration, the contracts for the purchase of janitors' supplies, instructional supplies, supplies used by the Board, and all other supplies purchased from funds administered by the Board.
- purchases textbooks needed and required in the public schools in accordance with contracts made by the Board with publishers.
- audits, in cooperation with the State Auditor, all school funds administered by the Board.

- attends meetings of the Board and furnishes information concerning fiscal affairs to the Board.
- employs all employees who work under his direction in administration of fiscal affairs.
- reports directly to Board upon matters coming within his supervision and management.
- furnishes information as may be necessary to the State Superintendent.
- performs such other duties as may be assigned to him by the Board.

Controller's Office:

These and other duties, classified as to function, are administered through the following divisions:

- *Division of Auditing and Accounting.* This division makes a continuous audit, month by month, of expenditures by the local units from the State Nine Months' School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, Veterans Training Program, State Literary Fund, and any other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, applying salary scales to local school personnel, and performing related services.
- *Division of Plant Operation.* This division has charge of plant operation as set forth in the Nine Months' School Fund budget.
- *Division of Insurance.* The responsibility of this division is that of administering the public school insurance fund which was authorized by the General Assembly of 1949 to provide insurance on school property.
- *Division of Textbooks.* This division has charge of purchasing and distributing free basal textbooks and administering the rental system for high school books and supplementary reading books in the elementary grades.
- *Division of Teacher Allotment and General Control.* This division is responsible for applying the rules of the State Board governing applications of the local units for teacher allot-

ments, and for allotting funds to be expended for the object of general control in the local budgets.

- *Division of Transportation.* This division administers the school bus transportation system of the State—purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

AT THE LOCAL LEVEL

1. Boards of Education

Membership and Terms—

There are 100 county and 74 city administrative units in North Carolina. They range in size from 787 to 29,259 pupils in average daily membership (1957-58).

A grouping on this basis shows the following:

A. D. M.	Number of Units	
	County	City
Up to 1,500.....	7	10
1,501—3,000.....	10	26
3,001—6,000.....	35	24
6,001—10,000.....	27	9
10,001—15,000.....	13	2
15,001—20,000.....	7	1
Above 20,000.....	1	2
Total	100	74

A board of education is responsible for directing and managing the public schools in each of these units. County boards consist of from three to seven members, the typical number being five. Members are nominated biennially by various local methods: countywide popular vote, townships popular vote, executive committee of major political party, political election (primary), non-partisan basis, legislature, and by special partisan election. All of these except the last one must have the approval of the General Assembly.

Terms of office of members of county boards range from two to six years.

City board membership ranges from three to twelve. Members serve from two to eight years and are named as follows: by popular vote, by appointment, and by a combination of the two. Final approval by the General Assembly is not required except for one unit.

Meetings—

“All county and city boards of education shall meet on the first Monday in January, April, July, and October of each year, or as soon thereafter as practicable.”

Powers and Duties—

- to provide an adequate school system within their respective units as provided by law.
- to perform all powers and duties respecting public schools not imposed on other officials.
- to have general control and supervision of all matters pertaining to the public schools and enforce the school law within their respective units.
- to divide their respective units into attendance areas without regard to district lines.
- to provide for the enrollment in a public school with their respective units of each child residing therein qualified by law for admission and applying for enrollment.
- to make all rules and regulations necessary governing enrollment of pupils within their units.
- to make all rules and regulations necessary for conducting co-curricular activities, including athletics. Interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board.
- to fix the time for opening and closing the public schools and the length of school day within their respective units.
- to provide for the efficient teaching in each grade of all subjects included in the outline course of study prepared by the State Superintendent.
- to elect a superintendent of schools and to provide him with an office, office equipment and supplies, and clerical assistants.
- to elect teachers, principals and other professional employees and to make needful rules and regulations governing their conduct and work, including their salaries and professional growth.
- to issue salary vouchers to all school employees when due and

to purchase the necessary equipment and supplies in accordance with State contracts.

2. County and City Superintendents

Superintendents are elected by boards of education, subject to the approval of the State Superintendent and the State Board.

Term—Two years.

Qualifications—Holds a Superintendent's certificate, 3 years' experience within past 10 years, and doctor's certificate showing him free of communicable disease.

Salaries—The State salary schedule for superintendents of county and city administrative units is based on size of unit in terms of pupil membership, experience, and the superintendent's certificate. It ranges from a monthly salary, based on twelve calendar months, of \$482 to \$776. A few of the units pay a supplement from local funds.

Duties—“All acts of county and city boards of education, not in conflict with State law, shall be binding on the superintendent, and it shall be his duty to carry out all rules and regulations of the board.”

The superintendent shall be ex-officio secretary to the board of education. It shall be the superintendent's duty:

- to visit the schools, to keep his board informed as to condition of school plants, and to make provisions for remedying any unsafe or unsanitary conditions.
- to attend professional meetings.
- to furnish information and statistics to the State Superintendent.
- to administer oaths to all school officials when required.
- to keep himself informed as to policies adopted by the State Superintendent and State Board.
- to approve, in his discretion, the election of all teachers, and to present the names of all teachers, principals and other personnel to the board for approval.
- to prepare an annual organization statement and request for teachers to the State Board.
- to keep a complete record of all financial transactions of the

board of education and a separate record of local district taxes, and to furnish tax listers with the boundaries of each taxing district.

- to keep a record of all fines, forfeitures and penalties due the school fund.
- to approve and sign State and local vouchers.

3. District School Committees:

County boards of education appoint members (three to five) to school committees of the districts. (There are no committees in city administrative units.)

Term—Two years.

Meetings—As often as business may require.

Duties—

- upon recommendation of superintendent, elects the principal subject to approval of the board of education.
- upon nomination of the principal, elects the teachers subject to approval of the board of education and the superintendent.
- upon recommendation of the principal, appoints the janitors and maids, subject to approval of the board of education and the superintendent.
- in accordance with rules and regulations of the board of education, protects all school property in the district.

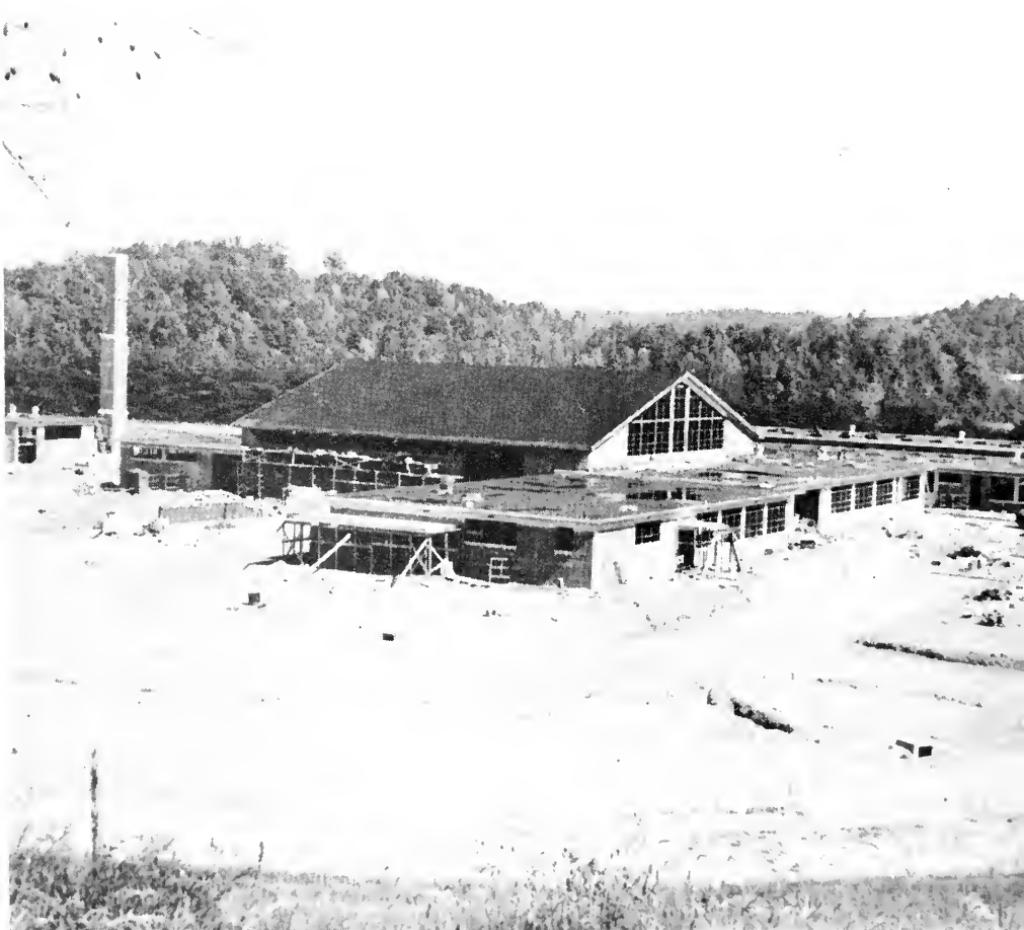
4. School Principals

“The executive head of a district or school shall be called ‘principal.’” He is elected annually by the district committee (in county units) upon recommendation of the superintendent and subject to approval by the board of education. In city units the principal is elected by the city board upon the recommendation of the superintendent.

Duties—

- to nominate teachers (in county units) to committee.
- to grade and classify pupils and exercise discipline over the pupils.
- to make all reports to superintendent.

- to make suggestions to teachers for the improvement of instruction.
- to instruct children in proper care of school property, and to report any unsanitary condition, damage, or needed repairs.
- to carry out rules and regulations of State Board regarding compulsory school attendance.
- to assign pupils and employees to the buses on which they may be transported. (county units)
- to prepare and submit plan of bus route to the superintendent.



Many small high schools throughout the State are being consolidated into larger schools. This picture shows the new Consolidated High School in Surry County under construction. It will replace five schools: Franklin, White Plains, Benlah, Flat Rock, and Lowgap.

II

How Are the Public Schools Financed?

SOURCES OF FUNDS

Funds for the support of the public schools come from three main governmental sources: State, local, and Federal.

State funds appropriated to the public schools are derived from revenue obtained from the levy by the General Assembly of income taxes, sales taxes, franchise taxes, and taxes from other sources. In 1957-58 the amount and percentage from each of these sources which made up the General Fund are estimated as follows:

	AMOUNT	PERCENTAGE
Income taxes	\$ 63,304,000	41.0
Sales taxes	46,783,200	30.3
Franchise taxes	14,513,600	9.4
Beverage taxes	7,411,200	4.8
Insurance taxes	6,948,000	4.5
Non-tax revenue	6,830,400	4.1
License taxes	4,014,400	2.6
Inheritance taxes	3,551,200	2.3
All other	1,544,000	1.0
Total	<u>\$154,400,000</u>	<u>100.0</u>

Local funds are derived in the main from property taxes, from the sale of bonds and notes, and from other local sources. For 1957-58 the amount and percentage from these several sources were estimated (based on actual 1956-57 data) as follows:

	AMOUNT	PERCENTAGE
Property taxes	\$48,000,000	58.1
Bonds, loans, and sinking funds	21,000,000	25.4
Fines, forfeitures, penalties, poll and dog taxes	6,500,000	7.8
Interest, donations, Federal grants	2,210,000	2.7
Intangible, beer, wine, and ABC funds	2,050,000	2.5
Tuition fees	2,000,000	2.4
Sale of property	900,000	1.1
Total	<u>\$82,660,000</u>	<u>100.0</u>

Congress levies taxes (largely on incomes) for operating the Federal Government and for other purposes to which the Congress makes appropriations. From this total fund, appropriations are made to the states for specific educational purposes—mainly vocational education, lunch rooms and for operating schools in defense-impacted areas.

EXPENDITURES

Total Funds

Expenditures for public education are divided into three parts in accordance with the three phases of the school program: (1) current expense, current operation; (2) capital outlay, payments for buildings and other physical facilities; (3) debt service, repayment on principal and interest on bonds and notes.

Current expense, the operation of the public schools, is the largest portion of the State's total annual school expenditure. Biggest part of current expense comes from State funds, 80.0 per cent in 1957-58. Local funds represented 16.4 per cent of the 1957-58 current expense and only 3.6 per cent came from Federal funds.

CURRENT EXPENSE

Year	State Funds*	Local Funds	Federal Funds**	Total
1934-35	\$ 16,702,697.05	\$ 2,099,556.73	\$ 451,862.29	\$ 19,254,098.07
1939-40	26,297,493.15	5,136,723.59	610,146.82	32,044,363.56
1944-45	39,165,521.35	7,265,110.48	3,357,469.23	50,088,131.06
1949-50	84,999,202.42	16,214,185.16	12,054,108.25	113,272,495.83
1950-51	95,276,063.21	18,329,551.29	11,428,404.56	125,034,019.06
1951-52	109,061,835.87	19,867,706.33	9,813,016.40	138,742,558.60
1952-53	115,605,080.77	21,805,894.72	7,971,114.99	145,382,090.48
1953-54	118,329,135.66	23,464,212.21	6,571,595.75	148,364,943.62
1954-55	122,998,428.30	25,027,038.50	7,051,801.48	155,077,268.28
1955-56	128,099,486.03	27,549,117.25	6,864,305.78	162,512,909.06
1956-57	131,451,715.56	29,473,722.16	7,554,256.03	168,979,693.75
1957-58*	154,100,000.00	31,660,000.00	6,940,000.00	193,000,000.00

CAPITAL OUTLAY

1934-35	\$ 16,816.78	2,890,317.99	428,593.61	3,318,911.60
1939-40	18,538.96	3,338,504.73	448,871.73	3,804,400.24
1944-45	5,893,974.23	1,774,531.97	3,778.17	1,826,849.10
1949-50	20,171,779.71	22,104,092.66	3,101.11	28,001,168.00
1950-51	16,484,561.43	27,014,634.37	1,694.38	47,218,108.49
1951-52	5,560,814.65	30,195,975.93	216,876.31	16,897,413.67
1952-53	2,386,801.20	29,181,331.60	2,374,567.39	37,116,713.64
1953-54	9,194,988.86	36,737,399.04	1,994,098.82	41,118,299.06
1954-55	11,429,138.85	34,119,132.59	671,151.51	44,315,272.96
1955-56	18,220,748.77	32,970,532.73	711,452.46	55,111,124.01
1956-57	7,800,000.00	40,071,934.83	504,160.13	58,796,843.73
1957-58*		40,000,000.00	710,000.00	18,500,000.00

* Includes vocational, textbook, and other State funds.

** Includes small amounts from philanthropic funds.

† Estimated.

Capital outlay until 1949 was the responsibility of the local units; the General Assembly, provided \$50,000,000 in 1949 and another \$50,000,000 in 1953 for school plant construction, improvement, and repairs. Federal funds in recent years have been allocated for physical facility projects in defense-impacted areas.

All funds for debt service expenditures come from local sources.

Expenditures per pupil indicate what is spent for public education in relation to the number of pupils.

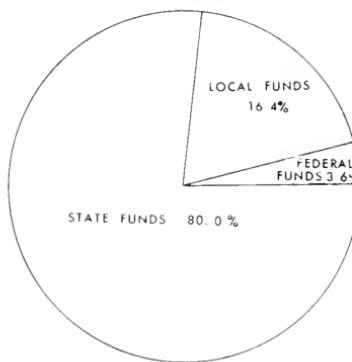
PER PUPIL EXPENDITURES

Year	A.D.A.	State	Current Local	Expense Federal	Total	Capital Outlay	Total
1934-35	761,433	\$ 21.94	\$ 2.76	\$.59	\$ 25.29	\$ 4.36	\$ 29.65
1939-40	790,003	33.29	6.50	.77	40.56	4.82	45.38
1944-45	713,146	55.34	10.19	4.71	70.24	2.56	72.80
1949-50	797,691	106.56	20.33	15.11	142.00	35.10	177.10
1950-51	816,036	116.76	22.46	14.00	153.22	57.86	211.08
1951-52	816,106	133.64	24.35	12.02	170.01	57.46	227.47
1952-53	829,720	139.33	26.28	9.61	175.22	44.73	219.95
1953-54	874,165	135.36	26.84	7.52	169.72	47.04	216.76
1954-55	904,029	136.06	27.68	7.80	171.54	49.02	220.56
1955-56	927,099	138.17	29.72	7.40	175.29	48.66	223.95
1956-57	943,343	139.88	31.24	8.01	179.13	62.33	241.46
1957-58 [†]	950,311	162.47	33.32	7.30	203.09	51.04	254.13

[†] Estimated.

EXPENDITURES FOR CURRENT EXPENSE	PER PUPIL IN A.D.A.
1934-35 \$25.29	
1939-40 \$40.56	
1944-45 \$70.24	
1949-50 \$142.00	
1954-55 \$171.54	
1957-58 \$203.09	

SOURCE OF EXPENDITURES FOR CURRENT EXPENSE 1957-58



State Funds

State funds are appropriated from the General Fund for support of the nine-months term, for vocational education, for free textbooks, for State administration, and for other special purposes.

The Nine Months School Fund is, according to law, allotted to the 100 county and 74 city administrative units by the State Board of Education on the basis of standards determined by the Board. These standards consider such items as salary schedules for various classes of school employees, number of pupils in average daily attendance, size of school, and other budgetary information.

Purposes for which the Nine Months School Fund may be expended are classified in the law by objects and items as follows:

General Control—Salaries of superintendents, travel expense of superintendents, salaries of clerical assistants, salaries of property and cost clerks, office expense, and per diem and travel of county board members.

Instructional Service—Salaries of teachers, principals and supervisors, and instructional supplies.

Operation of Plant—Wages of janitors, fuel, water, light, and power, janitor's supplies and telephones.

Fixed Charges—Compensation to school employees, injuries to school pupils, and tort claims.

Auxiliary Agencies—Transportation of pupils, libraries, and child health.

Expenditures as to objects and items from the Nine Months School Fund are shown in the tables which follow:

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1956-57
(Including School Bus Replacements)

Classification by Objects and Items	White	Negro	Total
A. State Aid Paid Out by Units			
61. General Control:			
611. Salaries: Superintendents	\$ 1,226,414.18	\$	\$ 1,226,414.18
612. Travel: Superintendents	59,432.51		59,432.51
613. Salaries: Clerical Assistants	603,586.88		603,586.88
613.2. Property and Cost Clerks	201,102.33		201,102.33
614. Office Expense	91,901.80		91,901.80
615. County Boards of Education	9,982.04		9,982.04
Total General Control	\$ 2,192,419.74	\$	\$ 2,192,419.74
62. Instructional Service:			
621. Salaries: Elementary Teachers	\$ 54,057,383.20	\$ 22,752,701.10	\$ 76,810,084.30
622. Salaries: H.S. Teachers	16,401,008.52	5,523,346.50	21,924,355.02
623. Salaries:			
1. Elementary Principals	2,944,392.62	1,002,146.08	3,946,538.70
2. High School Principals	3,417,852.26	1,210,652.45	4,628,504.71
Sub-Total Instr. Salaries	\$ 76,820,636.60	\$ 30,488,846.13	\$ 107,309,482.73
624. Instructional Supplies	539,219.41	206,403.74	745,623.15
625. Salaries: Supervisors	695,133.11	225,258.60	920,391.71
Total Instructional Service	\$ 78,054,989.12	\$ 30,920,508.47	\$ 108,975,497.59
63. Operation of Plant:			
631. Wages: Janitors	\$ 2,895,998.92	\$ 887,479.25	\$ 3,783,478.17
632. Fuel	1,401,674.34	482,297.03	1,883,971.37
633. Water, Light, Power	530,161.20	164,615.12	694,776.32
634. Janitor's Supplies	396,665.39	146,843.10	543,508.49
635. Telephones	50,404.49	13,990.14	64,394.63
Total Operation of Plant	\$ 5,274,904.34	\$ 1,695,224.64	\$ 6,970,128.98
65. Fixed Charges:			
653. Compensation:			
654. School Employees	\$ 37,824.76	\$ 6,844.55	\$ 44,669.31
655. Reimbursement: Injured Pupils	553.27	1,030.15	1,883.42
656. Tort Claims	45,684.11	22,113.17	67,797.28
Total Fixed Charges	\$ 84,362.14	\$ 29,987.87	\$ 114,350.01
66. Auxiliary Agencies:			
661. Transportation of Pupils:			
1. Wages of Drivers	\$ 1,098,049.59	\$ 421,073.95	\$ 1,519,123.54
2a. Gas, Oil, Grease	831,550.52	339,848.84	1,171,399.36
2b. Gas Storage Equipment	4,192.11	2,047.95	6,240.06
3. Salaries: Mechanics	1,160,814.28	396,228.35	1,557,042.63
4a. Repair Parts, Batteries	631,341.91	258,105.40	889,447.31
4b. Tires and Tubes	257,485.05	93,059.41	350,544.46
4c. License and Title Fees	592.69	168.31	761.00
4d. Garage Equipment	24,305.66	6,568.87	30,874.53
5. Contract Transportation	16,014.95	2,765.00	18,779.95
Sub-Total (1-5)	\$ 4,024,346.76	\$ 1,519,866.08	\$ 5,544,212.84
6. Major Replacements	1,905,560.09	552,768.22	2,458,328.31
7. Principals Bus Travel	41,632.37	15,942.07	57,574.44
Total Transportation	\$ 5,971,539.22	\$ 2,088,576.37	\$ 8,060,115.59
662. School Libraries	368,873.23	126,790.69	495,663.92
664. Child Health Program	259,827.51	129,920.58	389,748.09
Total Auxiliary Agencies	\$ 6,600,239.96	\$ 2,345,287.64	\$ 8,945,527.60
Total Paid Out by Administrative Units	\$92,206,915.30	\$34,991,008.62	\$127,197,923.92
B. State Aid Paid Direct:			
Surety Bond Premium, Printing, Etc.			6,698.11
Total Support of Public Schools			\$127,204,622.03

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1957-58
(Including School Bus Replacements)

Classification by Objects and Items	White	Negro	Total
A. State Aid Paid Out by Units			
61. General Control:			
611. Salaries: Superintendents	\$ 1,390,150.01	\$	\$ 1,390,150.01
612. Travel: Superintendent	59,933.53		59,933.53
613.1. Salaries: Clerical Assistants	679,053.90		679,053.90
613.2. Property and Cost Clerks	228,701.55		228,701.55
614. Office Expense	108,579.92		108,579.92
615. County Boards of Education	9,934.96		9,934.96
Total General Control	\$ 2,476,413.87	\$	\$ 2,476,413.87
62. Instructional Service:			
621. Salaries: Elementary Teachers	\$62,959,638.65	\$26,646,109.23	\$ 89,605,747.88
622. Salaries: H. S. Teachers	19,853,990.42	6,637,491.19	26,491,481.61
623. Salaries:			
1. Elementary Principals	3,417,270.80	1,206,851.55	4,624,122.35
2. High School Principals	3,805,405.70	1,368,844.70	5,174,250.40
Sub-Total Instr. Salaries	\$90,036,305.57	\$35,859,296.67	\$125,895,602.24
624. Instructional Supplies	814,543.44	315,062.21	1,129,605.65
625. Salaries: Supervisors	824,752.25	260,487.00	1,085,239.25
Total Instructional Service	\$91,675,601.26	\$36,434,845.88	\$128,110,447.14
63. Operation of Plant:			
631. Wages: Janitors	\$ 3,312,799.34	\$ 1,040,341.09	\$ 4,353,140.43
632. Fuel	1,641,255.38	561,265.39	2,202,520.77
633. Water, Light, Power	556,854.66	171,120.52	727,975.18
634. Janitor's Supplies	390,938.58	155,056.80	546,045.38
635. Telephones	52,334.34	14,881.06	67,215.40
Total Operation of Plant	\$ 5,954,192.30	\$ 1,942,704.86	\$ 7,896,897.16
65. Fixed Charges:			
653. Compensation:			
654. School Employees	\$ 55,650.18	\$ 5,892.10	\$ 61,542.28
655. Reimbursement: Injured Pupils	2,207.30	681.19	2,888.49
656. Tort Claims	54,110.18	18,100.83	72,211.01
Total Fixed Charges	\$ 111,967.66	\$ 24,674.12	\$ 136,641.78
66. Auxiliary Agencies:			
661. Transportation of Pupils:			
1. Wages of Drivers	\$ 1,264,786.00	\$ 507,659.77	\$ 1,772,445.77
2a. Gas, Oil, Grease	827,584.75	333,926.77	1,161,511.52
2b. Gas Storage Equipment	5,778.49	310.09	6,188.58
3. Salaries: Mechanics	1,306,267.56	476,217.41	1,782,484.97
4a. Repair Parts, Batteries	663,585.67	281,135.92	944,721.59
4b. Tires and Tubes	252,595.68	91,739.51	344,335.19
4c. License and Title Fees	6,88.54	209.46	858.00
4d. Garage Equipment	27,046.53	3,060.65	30,107.18
5. Contract Transportation	14,255.89	5,178.50	19,434.39
Sub-Total (1-5)	\$ 4,362,549.11	\$ 1,699,538.08	\$ 6,062,087.19
6. Major Replacements	1,797,508.12	615,323.88	2,412,832.00
7. Principals Bus Travel	42,200.37	16,894.86	59,095.23
Total Transportation	\$ 6,202,257.60	\$ 2,331,756.82	\$ 8,534,014.42
662. School Libraries	372,787.38	131,766.49	504,553.87
664. Child Health Program	265,239.02	128,341.98	393,581.00
Total Auxiliary Agencies	\$ 6,840,284.00	\$ 2,591,865.29	\$ 9,432,149.29
Total Paid Out by Administrative Units	\$107,058,159.09	\$140,994,090.15	\$148,052,549.24
B. State Aid Paid Direct:			
Surety Bond Premium, Printing, Etc.			8,792.25
Total Support of Public Schools			\$148,061,341.49

Local Funds

Local funds are used to supplement the State current expense budget and to add to that budget in the form of other items.

Except for the 1949 and 1953 State building funds, capital outlay and debt service budgets have been the sole responsibility of local governmental agencies.

Capital outlay expenditures have varied over the years, whereas debt service has been fairly constant.

During recent years the local units have gradually increased participation in the provision of funds for current expense. (See table below.)

EXPENDITURES FROM LOCAL FUNDS

Fiscal Year	Current Expense	Capital Outlay	Debt Service	Total
1933-34	\$ 1,950,306.27	\$ 942,409.03	\$ 5,709,358.57	\$ 8,602,073.87
1934-35	2,099,556.73	3,318,911.60	6,275,718.00	11,694,186.33
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1944-45	7,265,140.48	1,826,849.10	5,950,542.80	15,042,532.38
1949-50	16,214,185.16	22,104,092.66	5,900,230.03	44,218,507.85
1950-51	18,329,551.29	27,044,634.37	6,834,621.64	52,208,807.30
1951-52	19,867,706.33	30,195,975.93	7,226,354.85	57,290,037.11
1952-53	21,805,894.72	29,181,331.60	7,526,235.85	58,513,462.17
1953-54	23,464,212.21	36,737,399.04	8,279,826.44	68,481,437.69
1954-55	25,027,038.50	39,449,182.59	9,724,321.99	69,200,493.08
1955-56	27,549,117.25	32,970,532.73	10,245,151.23	70,764,801.21
1956-57	29,473,722.16	40,071,934.83	10,979,602.44	80,525,259.43
1957-58†	31,660,000.00	40,000,000.00	11,000,000.00	82,660,000.00

† Estimated.



III

How Are the Schools Organized? What Facilities Are Available?

NUMBER OF SCHOOLS

Elementary Schools

The first eight years of the twelve-year program constitute the elementary schools. There were 2,029 schools of this kind in 1957-58. These schools varied in size according to number of teachers and enrollment. There is a tendency, however, for the number of small schools to decrease as new modern buildings are constructed.

Junior High Schools

Although the general pattern of organization in the State is the 8-4 plan, a few units are now operating junior high schools, grades 7, 8 and 9. In 1957-58 there were 54 junior high schools. Except for the Gaston, Mecklenburg and New Hanover county units, all of these schools were in city units.

High Schools

A high school is a school which embraces a department above the elementary grades and which offers at least the minimum high school course of study adopted by the State Board of Education. A majority of the schools in North Carolina are four-year institutions. The statistical tabulation includes all schools offering instruction in any one or more or all of grades 9, 10, 11 and 12. In 1957-58 there were 910 schools in this classification.



**NUMBER OF PUBLIC ELEMENTARY SCHOOLS
WHITE AND INDIAN**

Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	978	1,003	1,129				3,110
1934-35	504	548	335	382	290	156	2,215
1939-40	274	336	313	384	315	171	1,793
1944-45	192	234	268	371	347	231	1,643
1949-50	79	156	232	324	350	324	1,465
1954-55	20	59	202	263	341	481	1,366
1955-56	19	39	200	260	353	496	1,367
1956-57	15	34	194	265	345	514	1,367
1957-58	12	31	193	265	340	533	1,374
NEGRO							
1929-30	1,153	916	295				2,364
1934-35	982	916	252	64	50	26	2,290
1939-40	777	872	251	77	55	31	2,063
1944-45	619	771	224	94	81	48	1,837
1949-50	284	621	225	96	83	78	1,387
1954-55	79	248	147	163	110	164	851
1955-56	56	211	139	82	127	176	791
1956-57	39	164	131	82	126	190	732
1957-58	18	122	94	82	124	215	655
TOTAL							
1929-30	2,131	1,919	1,424				5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	564	461	370	202	3,856
1944-45	811	1,005	492	465	428	279	3,480
1949-50	363	777	457	420	433	402	2,852
1954-55	99	307	349	366	451	645	2,217
1955-56	75	250	339	342	480	672	2,158
1956-57	54	198	325	347	171	704	2,099
1957-58	30	153	287	347	464	748	2,029

**NUMBER PUBLIC HIGH SCHOOLS
WHITE AND INDIAN**

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	101	403	243		747
1934-35	49	416	207	53	725
1939-40	22	358	288	83	751
1944-45	48	356	284	60	748
1949-50	21	226	369	107	723
1954-55	19	139	360	180	698
1955-56	13	127	354	189	683
1956-57	12	118	336	205	671
1957-58	10	109	321	226	666
NEGRO					
1929-30	44	52	23		119
1934-35	69	86	24	10	189
1939-40	46	105	60	13	224
1944-45	41	116	60	13	230
1949-50	24	97	85	29	235
1954-55	13	45	120	57	235
1955-56	11	44	120	62	237
1956-57	14	32	128	67	241
1957-58	12	31	133	68	244
TOTAL					
1929-30	145	455	266		866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	344	73	978
1949-50	45	323	454	136	958
1954-55	32	184	480	237	933
1955-56	24	171	474	251	920
1956-57	26	150	464	272	912
1957-58	22	140	454	294	910

SCHOOLHOUSES AND VALUE OF PROPERTY

Number of Schoolhouses

The erection of schoolhouses and the care of school property are responsibilities of boards of education. Construction is financed by bond issues, borrowed money, gifts, tax levies, and State grants.

As the school population has increased and new facilities have been needed, there has been a tendency, by reason of consolidation, for the number of schoolhouses to decrease (See table). In 1957-58, the total was 3,132.

Value of Property

The value of all school property—sites and buildings, furniture and equipment including library books—tends to increase as newer needed facilities are provided. This total appraised value in 1957-58 was \$620,413,565. On a per pupil enrolled basis the value was \$585.19.

State Grants

The General Assembly of 1949, recognizing the inability of the local units to finance the total needs for school facilities, made provision for \$50,000,000 for school plant construction, improvement and repairs. A second \$50,000,000 was provided by the General Assembly of 1953.

The State Board of Education was authorized to allocate these funds to the local units on the basis of specifically approved projects. The following table shows the number of projects and money approved therefor to June 30, 1958:

Year	GRANTS FROM \$100,000,000 STATE FUNDS	
	Projects Approved	Amounts Approved
1949-50	256	\$14,517,957.75
1950-51	251	23,326,340.70
1951-52	101	8,104,289.40
1952-53	42	2,251,922.02
1953-54	42	3,094,815.36
1954-55	182	12,231,014.81
1955-56	166	11,057,046.09
1956-57	157	13,193,121.43
1957-58	57	4,369,015.57
Totals to June 30, 1958	1,254	\$95,155,523.13



NUMBER OF SCHOOLHOUSES

Year	White	Negro	Total
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1944-45	1,978	1,918	3,896
1949-50	1,919	1,640	3,559
1950-51	1,937	1,519	3,456
1951-52	1,934	1,370	3,304
1952-53	2,012	1,272	3,284
1953-54	1,977	1,220	3,197
1954-55	1,989	1,201	3,190
1955-56	2,039	1,122	3,161
1956-57	2,082	1,112	3,194
1957-58	2,122	1,010	3,132

APPRaised VALUE OF SCHOOL PROPERTY

	WHITE	NEGRO	TOTAL			
	Total	Pupil*	Total	Pupil*	Total	Pupil*
1919-20	\$ 21,670,514	\$ 45.32	\$ 2,387,324	\$ 11.20	\$ 24,047,838	\$ 34.80
1924-25	63,434,665	113.40	7,271,170	29.03	70,705,835	87.31
1929-30	98,946,273	162.92	11,475,042	44.20	110,421,315	127.37
1934-35	94,290,164	152.99	12,309,808	44.55	106,599,972	119.42
1939-40	103,724,982	167.36	15,154,892	55.93	118,897,874	133.46
1944-45	114,660,497	203.80	18,285,060	73.08	132,945,557	163.56
1949-50	196,797,199	314.29	34,211,069	127.38	231,008,069	258.47
1950-51	235,852,975	370.54	46,705,140	170.91	282,558,115	310.58
1951-52	287,262,871	448.09	63,381,987	232.01	350,644,858	383.52
1952-53	316,483,762	484.94	77,408,825	280.06	393,892,587	423.99
1953-54	349,395,927	511.35	89,509,758	314.31	438,905,685	453.38
1954-55	381,088,651	539.70	98,963,164	336.65	480,051,815	480.02
1955-56	411,147,161	569.09	108,159,497	359.99	519,606,658	507.55
1956-57	442,812,970	604.33	121,584,047	396.35	564,397,017	542.96
1957-58	481,659,315	645.55	138,754,250	141.80	620,413,565	585.19

* Enrolled.

LENGTH OF SCHOOL TERM

The minimum Constitutional school term of 120 days, established by an amendment in 1917, became effective in 1919-20. Administrative units and districts were permitted to extend the term by a vote of the people.

The State by act of the General Assembly of 1931 assumed responsibility for financial support of the six-months term on State standards of cost. Aid was continued up to eight months uniform basis in special high school districts.

In 1933 an eight months uniform State-supported school term was established. This term was extended to nine months in 1943.

TRANSPORTATION

The annual State appropriation for public schools includes an amount for the maintenance and operation of school buses in county units. A separate appropriation is made for the purchase of replacement buses. No State funds are provided for transportation in city units.

County boards of education purchase all original buses from local funds. Replacements are purchased with State funds.

Transportation is furnished in county units to all children living beyond one and a half miles from the school which they attend.

Bus drivers are paid at the rate of \$25.00 per school month. Most drivers are high school students.





SCHOOL TRANSPORTATION

Year	Schools Served	No. of Vehicles	Pupils Transported	Enrollment Transported	Cost of Operation*	Cost per Pupil	Daily Miles Traveled
1919-20		150	7,936	1,1	\$	\$	
1924-25		1,909	69,295	8,6	994,611.69	14.35	40,667
1929-30	1,266	1,046	181,494	20.9	2,273,287.55	12.53	108,001
1934-35	1,208	4,014	256,775	28.8	1,936,985.82	7.54	131,435
1939-40	1,169	4,526	334,362	37.5	2,417,659.65	7.23	154,759
1944-45	1,367	1,852	300,904	37.0	3,600,159.04	11.96	155,567
1949-50	1,538	5,846	396,783	44.4	6,110,739.16	15.40	211,887
White	1,080	4,658	313,747	50.2	4,901,132.03	15.62	153,296
Negro	458	1,188	83,036	30.9	1,209,607.13	14.57	58,591
1950-51	1,568	6,173	110,692	45.1	6,486,083.39	15.79	227,990
White	1,072	4,800	317,972	50.0	5,066,667.74	15.93	160,246
Negro	496	1,373	92,720	33.9	1,419,415.65	15.31	67,754
1951-52	1,563	6,515	421,020	46.0	7,356,561.56	17.47	239,164
White	1,065	4,947	320,301	50.0	5,645,917.09	17.63	165,010
Negro	498	1,568	100,719	36.9	1,710,644.47	16.95	74,154
1952-53	1,580	6,799	431,136	46.4	7,978,052.28	18.50	247,361
White	1,074	5,076	321,826	49.3	6,043,796.90	18.78	168,579
Negro	506	1,723	109,310	39.5	934,255.38	17.70	78,782
1953-54	1,642	7,043	158,128	47.3	7,364,078.76	16.07	255,678
White	1,096	5,211	338,809	39.6	5,473,650.99	16.16	171,790
Negro	546	1,832	119,319	41.9	1,890,427.77	15.84	83,888
1954-55	1,649	7,293	469,844	47.0	7,538,432.30	16.04	262,132
White	1,111	5,354	346,109	49.0	5,602,990.38	16.19	175,882
Negro	538	1,939	123,735	42.1	1,935,441.92	15.64	86,250
1955-56	1,738	7,539	484,355	47.3	7,831,097.94	16.17	270,095
White	1,156	5,487	354,380	49.1	5,805,585.94	16.33	178,746
Negro	582	2,052	130,075	43.2	2,025,511.10	15.57	91,349
1956-57	1,722	7,732	497,609	47.9	8,607,339.56	17.30	279,804
White	1,151	5,582	362,050	49.4	6,444,490.76	17.80	185,993
Negro	571	2,150	135,559	44.2	2,162,848.80	15.96	93,811
1957-58 [†]	1,704	7,951	504,502	47.6	9,081,000.00	18.00	284,365
White	1,178	5,674	363,726	48.7	6,675,000.00	18.35	187,414
Negro	526	2,277	140,776	44.8	2,406,000.00	17.09	96,951

[†]Cost estimated

* Including replacements.

INSURANCE

The General Assembly of 1949 authorized the State Board of Education to establish a "Division of Insurance of the State Board of Education." This division, which began operation July 1, 1949, provides a fire insurance program for the schools of North Carolina on an optional basis. Engineers trained in fire safety make periodic inspections of all public school properties insured in the "Public School Insurance Fund." These inspections are the basis for offering advice on how to safeguard the children in the public schools from death and injury from school fires or explosions, and how to protect school properties from loss.

As of June 30, 1958, 96 of the 174 administrative school units were provided with insurance in excess of \$258,000,000. Many of these administrative units are provided with a sound, economical fire insurance program for the first time.

PUBLIC SCHOOL INSURANCE FUND, 1949 to 1958

Year	Insurance In Force At End of Period	Earned Premiums	Fire Loss	Loss Ratio To Earned Premiums	Net Profit
1949-50	\$ 41,943,735.26	\$ 78,862.14	\$ 16,078.98	26.39%	\$ 55,479.21
1950-51	76,353,188.70	189,614.76	91,296.73	48.15	117,773.38
1951-52	115,490,287.74	274,365.96	40,666.81	14.82	249,050.10
1952-53	147,318,075.04	352,237.68	356,610.50	101.24	29,336.26
1953-54	171,254,967.17	414,163.73	238,082.00	57.48	222,236.16
1954-55	196,247,820.51	457,520.85	332,108.17	72.59	152,556.43
1955-56	221,509,929.32	490,636.88	186,289.62	37.97	339,897.36
1956-57	238,253,104.65	516,474.49	355,515.93	68.84	200,975.68
1957-58	258,606,937.00	538,765.44	209,229.58	38.84	359,339.35
Total		\$3,312,641.93	\$1,825,878.32	55.12%	\$1,756,643.93



TEXTBOOKS

Textbooks used in the public schools are adopted by the State Board of Education.

All books submitted for a particular subject adoption are evaluated by a Textbook Commission appointed by the Governor upon recommendation of the State Superintendent and composed of teachers, principals, supervisors, and superintendents. A written report on each book is made by each person making the evaluation.

Textbooks are purchased and distributed by the Division of Textbooks of the Controller's Office to the county and city units. Basal books are furnished free for grades 1-8. Books used in the high schools, grades 9-12, are furnished under a rental plan. Supplementary readers for use in the elementary grades are also rented to the schools.

INVENTORY OF BOOKS

(At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supple- mentary Readers	Elementary Library Books	H.S. Library Books
1939-40	5,050,532	1,016,135	505,186	5,736	
1944-45	5,096,135	1,767,157	835,460	263,130	111,384
1949-50	6,700,336	1,106,619	1,385,658	565,629	275,190
1950-51	6,968,118	1,386,110	1,559,326	638,160	292,170
1951-52	7,725,211	1,391,090	1,657,055	636,725	299,808
1952-53	8,339,387	1,331,630	1,856,190	716,364	326,465
1953-54	8,208,385	1,349,378	1,493,562	728,600	328,700
1954-55	8,384,982	1,507,090	2,162,974	784,766	362,954
1955-56	7,398,205	1,359,423	2,305,462	766,136	363,367
1956-57	7,336,697	1,479,251	2,450,836	831,358	383,727
1957-58	7,467,679	1,554,713	2,636,829	861,071	348,748

EXPENDITURES

(This includes the cost of books, cost of rebinding and operating expenses)

1939-40	\$ 193,324.74	\$ 8225,131.92	\$ 19,115.09	\$ 4,180.12	\$
1944-45	221,243.01	993,404.58	69,049.18	40,209.02	87,237.78
1949-50	982,179.10	305,377.10	116,778.16	101,523.05	33,859.96
1950-51	988,949.95	266,703.37	138,738.47	216,801.44	100,060.23
1951-52	1,568,305.33	370,756.15	148,217.44	176,073.54	107,320.93
1952-53	1,598,524.87	476,149.19	153,025.55	293,375.16	124,504.06
1953-54	925,069.04	490,520.42	145,534.44	263,067.96	127,820.82
1954-55	1,110,043.19	514,829.77	213,850.15	286,230.46	169,133.35
1955-56	2,056,282.26	683,446.85	167,676.52	203,484.98	137,585.22
1956-57	1,603,338.64	570,564.49	183,476.74	339,691.88	178,382.62
1957-58 *	1,371,823.43	869,414.41	208,633.49	345,727.46	168,839.67

* Estimated.

PRINTING AND PUBLICATIONS

Necessary forms and printed materials for use in the administration and operation of the public schools are printed and distributed by the State offices. Costs of this printed material are borne partly by State and partly by local funds.

The State Department of Public Instruction has continued to publish the *North Carolina Public School Bulletin*, which is sent free to persons interested in public education. Curriculum bulletins, suggestive in nature and often done cooperatively by State Department personnel and educators in the field, are issued as needed.

PUBLICATIONS ISSUED DURING 1956-58

Title	No. Copies
Indoor Play Activities	10,000
North Carolina Public Schools, Biennial Report, Part 1, 1954-1956	6,000
Educational Directory of North Carolina, 1956-57	4,750
Evaluation of Sets of Books for School Libraries	5,000
The Constitution of the State of North Carolina	10,000
School Visits to Raleigh	25,000
About Going to College	7,500
Biennial Report, Part III, 1949-50	1,200
Fire Safety	10,000
Athletics in the Public Schools (Reprint)	6,000
Educational Directory of North Carolina, 1957-58	5,000
North Carolina Laws Relating to Public School Construction	1,400
Driver Education	7,500



SCHOOL LUNCH PROGRAM

The school lunch program began operation in 1943-44. There were in 1957-58 a total of 1739 schools operating lunchrooms on the Federal reimbursement program. In addition, there were about 110 schools which operated lunchrooms without Federal reimbursements.

Primary purposes of this program are to improve food habits, to promote better nutrition, and to use the lunchroom as a laboratory for teaching. Much effort has been made to correlate regular classroom teaching with activities in the lunchroom.

STATISTICS CONCERNING LUNCHROOMS (Federal Reimbursement Program)

Year	1. No. Schools White	2. Operated Negro	3. Lunches Served*	4. Number Free	Pct. Free
1943-44	479	70	549	10,953,780	**
1944-45	769	146	915	25,616,827	8.34
1949-50	1,141	281	1,422	47,879,054	3,436,543
1950-51	1,172	308	1,780	55,835,418	3,854,365
1951-52	1,217	309	1,526	60,545,975	3,609,945
1952-53	1,230	356	1,586	64,780,705	3,762,430
1953-54	1,260	352	1,612	72,721,895	4,826,392
1954-55	1,273	382	1,655	83,331,637	6,424,273
1955-56	1,296	332	1,628	79,016,870	5,424,006
1956-57	1,328	353	1,681	84,283,746	5,683,426
1957-58	1,351	388	1,739	86,386,111	5,973,145

* Includes "milk only" luncheon to 1955-56.

** Data not available.

4. Cash Income from Program

	Sale of Lunches	USDA Reimbursement	Other	Total
1943-44	\$ 2,389,447.18	\$ 876,636.20	\$ 34,021.07	\$ 760,636.20
1944-45	2,876,998.41	546,855.32	4,677,472.33	
1949-50	9,402,883.24	3,098,645.14	652,694.26	11,364,528.28
1950-51	10,918,896.72	3,005,949.00	789,988.50	13,154,222.64
1951-52	13,167,075.55	3,004,232.00	162,824.72	14,714,834.22
1952-53	14,628,968.87	2,941,399.45	167,517.03	17,737,855.35
1953-54	16,397,697.12	3,118,451.51	948,115.72	20,64,264.35
1954-55	17,514,484.33	2,911,125.55	928,498.77	21,354,108.65
1955-56	18,922,037.44	3,464,131.62	998,074.44	23,384,876.50
1957-58	19,727,662.30	3,447,163.00	1,091,075.21	24,265,900.51

5. Expenditures

	Food	Labor	Other	Total
1943-44	\$ 3,078,514.64	\$ 1,115,036.64	\$ 348,926.68	\$ 4,542,477.96
1944-45	7,068,911.92	2,713,838.71	898,291.46	10,681,042.09
1949-50	8,772,002.16	3,119,530.01	1,241,905.19	13,133,437.36
1950-51	10,205,271.23	3,464,082.42	1,172,746.56	14,842,100.21
1952-53	10,744,185.83	3,702,960.87	1,269,787.18	15,716,933.58
1953-54	11,700,378.27	4,206,469.04	1,783,130.81	17,689,978.12
1954-55	14,027,435.85	4,659,436.29	1,828,472.62	20,515,344.76
1955-56	14,659,207.38	5,056,422.92	1,717,447.26	21,433,077.56
1956-57	14,932,877.91	5,519,176.90	2,145,134.34	22,597,189.15
1957-58	17,058,248.63	5,995,988.49	1,908,899.13	24,963,136.25

IV

How Many Children Are Enrolled? How Well Do Children Attend? How Many Students Graduate from High School and What Becomes of Them?

ENROLLMENT AND ATTENDANCE

Enrollment in the public schools of North Carolina is steadily increasing. In 1957-58 there was a total of 1,060,187 pupils.

Average daily attendance has increased even more rapidly than enrollment, thus indicating greater determination on the part of present-day boys and girls to take advantage of educational opportunities.

Distribution of enrollment by grades shows greater numbers in both elementary and high schools. According to the percentage by grades, the distribution of enrollment was somewhat better in 1957-58 than in 1949-50.

ENROLLMENT BY GRADES

(Code a + e)

WHITE

NEGRO

Grade	Number		Per Cent		Number		Per Cent	
	1949-50	1957-58	1949-50	1957-58	1949-50	1957-58	1949-50	1957-58
1	76,539	74,596	12.2	10.0	42,129	39,906	15.7	12.7
2	66,657	72,054	10.7	9.7	31,594	35,586	11.8	11.3
3	63,083	73,768	10.1	9.9	29,943	34,418	11.1	11.0
4	60,976	76,511	9.7	10.2	28,824	33,288	10.7	10.6
5	58,743	80,668	9.4	10.8	26,596	31,444	9.9	10.0
6	57,098	65,088	9.1	8.7	23,896	27,141	8.9	8.6
7	54,506	61,680	8.7	8.3	21,710	24,908	8.1	7.9
8	49,766	60,243	8.0	8.1	19,216	23,377	7.2	7.6
Ungraded	398	398	.1	.1	230	123	.1	.0
Elementary	487,666	546,986	78.0	75.8	224,138	250,191	83.5	79.7
9	15,520	61,145	7.3	8.2	16,313	22,224	6.1	7.1
10	36,742	48,837	5.9	6.5	12,221	17,242	4.6	5.5
11	29,394	38,987	4.7	5.2	8,997	13,620	3.3	4.3
12	25,680	32,130	4.1	4.3	6,834	10,720	2.5	3.4
Ungraded	165	36	.0	.0	75	68	.0	.0
High School	137,501	181,135	22.0	24.2	44,440	63,875	16.5	20.3
Total	625,167	746,121	100.0	100.0	268,758	314,066	100.0	100.0

**ENROLLMENT AND ATTENDANCE
ELEMENTARY SCHOOLS**

Year	Enrollment (Code a + e)			Average Daily Attendance		
	White	Negro	Total	White	Negro	Total
1939-40	456,331	231,359	687,690	411,684	195,084	606,768
1944-45*	461,683	222,063	683,746	412,942	186,197	599,139
1949-50	487,666	224,138	711,804	441,104	194,523	635,627
1950-51	494,258	225,597	719,855	449,671	198,560	648,231
1951-52	496,677	223,714	720,391	450,001	194,846	644,847
1952-53	503,751	224,664	728,415	456,821	195,737	652,558
1953-54	530,463	231,136	761,599	485,193	204,679	689,872
1954-55	547,476	237,529	785,005	502,811	209,906	712,717
1955-56	558,387	242,487	800,874	513,273	215,161	728,434
1956-57	562,572	246,668	808,640	519,558	217,974	737,532
1957-58	564,986	250,191	815,177	512,846	219,741	732,587

HIGH SCHOOLS

1939-40	163,436	39,603	203,039	148,095	35,140	183,235
1944-45*	100,938	28,142	129,080	89,608	24,399	114,007
1949-50	137,501	44,440	181,941	123,508	38,556	162,664
1950-51	142,247	47,675	189,922	126,446	41,359	167,805
1951-52	144,404	49,474	193,828	128,556	42,703	171,259
1952-53	148,871	51,737	200,608	132,782	44,380	177,162
1953-54	152,821	53,646	206,467	137,758	46,535	184,293
1954-55	158,634	56,436	215,070	142,707	48,605	191,312
1955-56	164,074	58,799	222,873	147,825	50,840	198,665
1956-57	170,159	60,688	230,847	153,464	52,347	205,811
1957-58	181,135	63,875	245,010	162,623	55,101	217,724

ALL SCHOOLS

1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1944-45*	562,621	250,205	812,826	502,550	210,596	713,146
1949-50	625,167	268,578	893,745	564,612	233,079	797,691
1950-51	636,505	273,272	909,777	576,117	239,919	816,036
1951-52	641,081	273,188	914,269	578,557	237,549	816,106
1952-53	652,622	276,401	929,023	589,603	240,117	829,720
1953-54	683,284	284,782	968,066	622,951	251,214	874,165
1954-55	706,110	293,965	1,000,075	645,518	258,511	904,029
1955-56	722,461	301,286	1,023,747	661,098	266,001	927,099
1956-57	732,731	306,750	1,039,487	673,022	270,321	943,343
1957-58	746,121	314,066	1,060,187	675,469	274,842	950,311

* An eighth grade was added to elementary schools in 1943-44.



MEMBERSHIP AND ATTENDANCE

How well pupils attend school is indicated by the relationship between the average length of school term and the per cent of membership in attendance. During the 1957-58 term, 1,025,789 pupils attended school an average of 167 days. Records show that high school pupils attend school slightly better than pupils in the elementary grades.

Many units find it helpful to employ attendance workers for solving school attendance problems and thereby improving school attendance. During 1957-58, 73 units (40 county and 33 city) employed 72 persons in this capacity.

PERCENTAGE OF A.D.M. IN A.D.A.

Year	WHITE			NEGRO			TOTAL		
	Elem.	H. S.	Total	Elem.	H. S.	Total	Elem.	H. S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.9	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1944-45	93.6	94.8	93.8	89.6	92.6	89.9	92.3	94.3	92.6
1949-50	93.4	94.6	93.7	91.0	92.7	91.3	92.7	94.1	93.0
1950-51	94.0	94.5	94.1	92.0	93.1	92.2	93.3	94.2	93.5
1951-52	93.6	94.1	93.7	92.8	92.3	91.2	93.4	93.6	93.0
1952-53	93.7	94.2	93.8	90.7	91.8	90.9	92.8	93.6	92.4
1953-54	94.3	94.7	94.4	91.9	92.6	92.0	93.6	94.2	93.7
1954-55	94.5	94.6	94.5	91.7	92.3	91.8	93.7	94.0	93.7
1955-56	94.6	94.8	94.6	91.8	92.3	91.9	93.7	94.2	93.8
1956-57	95.0	94.9	95.0	91.5	94.9	91.6	93.9	94.1	94.0
1957-58	93.3	94.0	93.5	90.5	91.3	90.7	92.4	93.3	92.6

AVERAGE NUMBER OF DAYS ATTENDED PER PUPIL IN MEMBERSHIP

(Average term multiplied by per cent membership in attendance)

Year	White	Negro	Total
1934-35	148.3	142.6	146.5
1939-40	156.8	148.9	153.5
1944-45	167.3	160.5	165.2
1949-50	168.7	164.2	167.4
1950-51	169.3	165.9	168.2
1951-52	168.6	164.1	167.3
1952-53	168.7	163.5	167.1
1953-54	169.9	165.6	168.7
1954-55	170.1	165.2	168.7
1955-56	170.3	165.4	168.8
1956-57	171.0	164.9	169.2
1957-58	168.3	163.3	166.7



DROP-OUTS AND ABSENCES

There is a downward trend in both drop-outs and absences. In 1957-58 fewer than 5 per cent of enrollment dropped out of school and the number of absences was at an all-time low. These facts indicate an increasingly better holding power of the public schools.

DROP-OUTS* AND ABSENCES

WHITE

Year	Drop- Outs	Average		Drop- Outs	Average	
		Per Cent	Daily Absences		Per Cent	Daily Absences
1934-35	52,891	8.6	43,714	7.5	18,402	6.7
1939-40	39,640	6.4	32,634	5.5	15,849	5.8
1944-45	38,762	6.9	33,182	6.2	14,557	5.8
1949-50	30,705	4.9	38,197	6.3	13,286	4.9
1950-51	34,769	5.5	36,283	5.9	14,715	5.4
1951-52	32,371	5.0	38,800	6.3	13,129	4.8
1952-53	32,213	4.9	39,036	6.2	12,812	4.6
1953-54	30,676	4.5	29,657	4.5	12,398	4.4
1954-55	31,180	4.4	29,412	4.4	13,619	4.6
1955-56	32,302	4.5	37,505	5.4	13,852	4.6
1956-57	32,453	4.4	35,727	5.0	13,546	4.4
1957-58	30,932	4.1	47,251	6.5	†12,877	4.1

* Enrollment (Code a + e) less membership (last day of school).

† Estimated.

NEGRO

Year	Drop- Outs	Average		Drop- Outs	Average	
		Per Cent	Daily Absences		Per Cent	Daily Absences
1934-35	25,939	10.3				
1939-40	23,615	9.3				
1944-45	23,578	10.1				
1949-50	22,330	8.7				
1950-51	20,431	7.8				
1951-52	23,000	8.8				
1952-53	23,911	9.1				
1953-54	21,170	7.8				
1954-55	21,835	7.8				
1955-56	23,518	8.1				
1956-57	24,816	8.4				
1957-58	28,228	9.3				



PROMOTIONS

Approximately 93 per cent of white pupils and 89 per cent of Negro pupils were promoted to the next higher grade at the end of the school year 1957-58. This was a much higher percentage than the record prior to 1949-50.

PROMOTIONS						
Year	White		Negro		Total	
	No.	%	No.	%	No.	%
1934-35	469,414	83.3	182,946	70.9	652,360	79.4
1939-40	493,608	85.1	191,615	75.1	685,223	82.0
1944-45	168,728	89.5	190,574	80.9	659,302	86.8
1949-50	557,961	93.9	224,093	87.8	782,054	92.0
1950-51	567,162	94.3	229,582	88.8	796,744	92.6
1951-52	576,482	94.7	232,039	89.2	808,521	93.1
1952-53	588,311	94.8	236,194	89.6	824,505	93.3
1953-54	617,623	94.6	245,047	90.0	862,670	93.3
1954-55	638,146	94.5	252,119	89.9	890,265	93.2
1955-56	650,791	94.3	257,922	89.7	908,713	93.0
1956-57	658,161	94.0	262,058	89.4	920,219	92.6
1957-58	668,284	93.4	266,067	89.3	934,351	92.2

† Estimated.

* Of membership (last day).

HIGH SCHOOL GRADUATES

With increasing enrollments in the high school, a larger percentage of seniors was graduated from high school in 1957-58 than ten years ago. Recent studies show, however, that 46.2 per cent of these graduates continued their formal education in college or in other educational institutions. Far too many of these boys and girls, 53.8 per cent, end their formal education with high school graduation.

HIGH SCHOOL GRADUATES						
Year	White		Negro		Total	
	No.	%	No.	%	No.	%
1934-35‡	19,011	92.2	3,053	90.1	22,064	91.9
1939-40‡	26,690	97.4	4,839	89.3	31,529	92.5
1944-45**	21,981	97.8	4,948	94.1	26,929	95.7
1949-50	24,226	97.7	6,259	96.2	30,485	98.2
1950-51	24,288	98.3	6,477	95.7	30,765	98.6
1951-52	24,930	98.1	7,110	96.4	32,040	98.2
1952-53	26,386	98.4	7,848	96.7	34,234	98.5
1953-54	27,133	98.1	8,353	96.7	35,486	97.7
1954-55	28,065	98.0	8,536	96.4	36,601	97.7
1955-56	29,325	98.0	8,836	96.4	38,161	97.6
1956-57	29,370	98.1	9,277	97.3	38,647	97.9
1957-58	30,140	97.8	9,848	98.5	39,988	98.0

* Of membership (last day).

** Per cent from 12th grade only this and following years.

‡ Completion of eleventh grade.

WHAT BECOMES OF HIGH SCHOOL GRADUATES

Percentage	WHITE				NEGRO			
	1954	1955	1956	1957	1954	1955	1956	1957
Enrolled in senior colleges	27.1	26.2	27.0	25.9	23.9	25.9	24.8	25.3
Enrolled in junior colleges	5.5	6.1	6.9	7.2	.8	2.1	1.7	1.7
Total	32.6	32.3	33.9	33.1	24.7	28.0	26.5	27.0
Enrolled in trade and business schools, nursing	8.3	6.5	6.4	9.1	8.2	5.1	4.2	6.1
Military service	7.1	6.6	6.8	6.2	8.0	8.3	7.9	5.5
Work, etc.	52.0	54.6	52.9	51.6	59.1	58.6	61.4	61.4

V

How Many Teachers, Principals and Supervisors Are Employed? What Is the Extent of Their Education? What Are the Teacher Needs? What Salaries Are Paid? What Is the Ratio of the Number of Teachers to Number of Pupils in Average Daily Attendance?

NUMBERS

To take care of increased enrollments in the public schools, it has been necessary to increase the number of teachers, both elementary and high school. In 1957-58 there was a total of 35,154 classroom teachers, 25,515 white and 9,639 Negro. Of this number 3,025 were paid from local and vocational funds.

The number of principals has increased also during recent years. There were 866 elementary principals and 864 high school principals in 1957-58. There were 211 white and 63 Negro supervisors of instruction employed that year.

TEACHER EDUCATION

North Carolina instructional personnel rank high among the states in their educational qualifications. Of the total 1957-58 staff, 94.4 per cent held certificates based on college graduation and above. Fewer than 2,100 of the 37,167 instructional personnel employed held certificates based on less than college graduation.

SCHOLARSHIP LOAN FUND FOR PROSPECTIVE TEACHERS

The 1957 Session of the General Assembly appropriated funds to provide for prospective teachers 300 regular Scholarship Loans of not more than \$350.00 each for the first year of the 1957-59 biennium and 600 for the second year of the biennium. Also, an appropriation was made to provide 200 summer school

Scholarship Loans of not more than \$75.00 for each year of the biennium.

Approximately 1,900 requests for application forms were received the first year the program was in effect and approximately 3,300 requests were received the second year. Approximately 1,350 completed applications were submitted each year for consideration by the Awards Committee.

Three hundred students received assistance from the Fund during the 1957-58 term, and 620 are receiving assistance during the 1958-59 term. Limited demand for summer school awards in 1958 permitted the increase through a transfer of funds by the State Board of Education.

Recipients were enrolled in 38 colleges and universities in 1957-58. The number of institutions for the current year has increased to 40.

Year	NUMBER OF TEACHERS				TOTAL		
	ELEMENTARY		HIGH SCHOOL		White	Negro	Total
1929-30	13,351	5,350	4,138	536	17,489	5,886	23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497	22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996	24,530
1944-45	13,252	6,105	4,140	1,037	17,392	7,142	24,534
1949-50	14,538	6,125	5,386	1,442	19,924	7,567	27,491
1951-52	15,134	6,319	5,751	1,712	20,885	8,031	28,916
1953-54	16,410	6,560	6,182	1,899	22,592	8,459	31,051
1954-55	17,150	6,772	6,380	2,011	23,530	8,783	32,313
1955-56	17,696	6,995	6,600	2,100	24,296	9,095	33,391
1956-57	18,098	7,185	6,819	2,183	24,917	9,368	34,285
1957-58 [†]	18,376	7,372	7,139	2,267	25,515	9,639	35,154
NUMBER OF PRINCIPALS AND SUPERVISORS							
1929-30	210	73	108	13	318	87	405
1934-35	221	61	658	116	879	177	1,056
1939-40	333	93	705	165	1,038	258	1,296
1944-45	368	102	718	193	1,086	295	1,381
1949-50 [‡]	563	173	695	212	1,258	385	1,643
1951-52	635	235	682	208	1,317	443	1,760
1953-54	713	268	666	217	1,379	485	1,864
1954-55	736	271	668	218	1,404	489	1,893
1955-56	771	263	666	219	1,440	482	1,922
1956-57	836	270	640	222	1,476	492	1,968
1957-58 [†]	855	285	644	223	1,496	508	2,004

* Supervisors included beginning with this year.

† Estimated.

CERTIFICATE STATUS, INSTRUCTIONAL PERSONNEL, 1957-1958
(Teachers, Principals and Supervisors)

CLASS	H. S.	Elem. B	Elem. A	Class C	Class B	Class A	Graduate	Total	Class A & Above	
									No.	%
WHITE AND INDIAN	83	25	55	227	1,621	21,544	3,461	27,016	25,005	92.6
Elementary Teachers	60	24	54	222	1,439	15,141	1,443	18,383	16,584	90.2
High School Teachers	23	1	1	5	182	5,638	1,292	7,142	6,930	97.0
Elementary Principals	..					412	227	639	639	100.0
High School Principals	..					299	335	635	635	100.0
Supervisors						54	163	217	217	100.0
NEGRO	4		1	5	69	7,680	2,392	10,151	10,072	99.2
Elementary Teachers	3		1	5	51	5,799	1,503	7,362	7,302	99.2
High School Teachers	1				18	1,705	560	2,284	2,265	99.2
Elementary Principals	..					105	116	221	221	100.0
High School Principals	..					61	163	224	224	100.0
Supervisors						10	50	60	60	100.0
TOTAL	87	25	56	232	1,690	29,224	5,852	37,167	35,077	94.4
Elementary Teachers	63	24	55	227	1,490	20,940	2,946	25,745	23,886	92.8
High School Teachers	24	1	1	5	200	7,343	1,852	9,426	9,195	97.5
Elementary Principals	..					517	343	860	860	100.0
High School Principals	..					360	498	859	859	100.0
Supervisors						64	213	277	277	100.0

SUPPLY AND DEMAND

A recent study shows that slightly fewer than ten per cent of the teachers leave the profession each year. There was a demand for 2,674 new white and 687 new Negro teachers for the public schools in 1957-58.

Of the supply of 2,375 white teachers and 1,060 Negro teachers graduated in 1956-57, only 1,709 white and 626 Negro teachers were employed in 1957-58. This left an actual shortage of 965 white and 61 Negro teachers.

SALARIES PAID

North Carolina instructional personnel are paid on a monthly basis, twenty teaching days to the month, in accordance with the State salary schedule. All teachers, except teachers of vocational agriculture and home economics, are paid for a nine-months term. Vocational teachers are paid for ten, eleven, or twelve months each year. Supervisors and principals are paid on a ten months basis.

Approximately 41 per cent of the total instructional personnel are paid higher salaries than the State schedule. Several units also employ nearly 2,000 additional instructional personnel who are paid entirely from local funds.

The average annual salary paid all teachers in 1957-58 was approximately \$3,745.

AVERAGE ANNUAL SALARIES, ALL FUNDS

A. Teachers (Excluding Vocational)

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		
	White	Negro	White	Negro	White	Negro	Total
1919-20	\$ 516.15	\$ 298.45	\$ 465.98				
1924-25			835.11	455.41	760.17		
1929-30	865.06	509.89	1,241.69	826.80	954.11	538.75	849.17
1934-35	607.88	405.47	668.32	504.20	620.93	415.31	561.29
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67
1944-45	1,286.03	1,309.83	1,327.28	1,265.45	1,294.34	1,304.46	1,297.33
1949-50	2,526.31	2,640.19	2,564.49	2,570.06	2,535.24	2,628.69	2,561.27
1950-51*	2,810.72	2,930.16	2,798.17	2,817.11	2,807.74	2,910.26	2,836.33
1951-52	3,143.27	3,257.19	3,088.43	3,090.58	3,130.17	3,226.41	3,157.16
1952-53	3,153.18	3,273.98	3,140.64	3,145.16	3,150.19	3,249.52	3,177.78
1953-54	3,175.09	3,307.49	3,191.05	3,169.89	3,178.90	3,280.64	3,206.81
1954-55	3,185.97	3,320.00	3,212.24	3,186.72	3,196.64	3,293.50	3,219.89
1955-56	3,218.77	3,344.37	3,228.91	3,208.88	3,221.19	3,316.90	3,247.91
1956-57	3,230.16	3,357.52	3,257.03	3,259.89	3,236.65	3,337.72	3,264.40
1957-58†	3,816.83	3,838.27	3,726.14	3,838.91	3,718.96	3,817.54	3,745.66

B. Principals and Supervisors

1929-30				2,405.36	1,344.37	2,177.44
1934-35	1,125.08	889.48	1,223.79	884.78	1,198.96	886.40
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13
1944-45	2,067.17	2,152.62	2,318.85	2,220.34	2,233.57	2,196.93
1949-50**	3,857.37	3,797.05	4,309.80	4,234.90	4,106.97	4,038.15
1950-51	4,110.51	4,005.41	4,451.10	4,407.84	4,292.10	4,211.91
1951-52	4,488.69	4,416.12	4,863.21	4,880.64	4,682.63	4,634.22
1952-53	4,655.63	4,652.88	5,337.68	5,332.59	4,988.08	4,369.49
1953-54	4,766.08	4,679.91	5,366.62	5,102.21	5,056.12	5,003.08
1954-55	4,857.24	4,792.56	5,414.25	5,449.82	5,111.77	5,085.57
1955-56	4,931.57	4,882.35	5,478.16	5,590.04	5,184.28	5,204.90
1956-57	4,943.62	4,909.91	5,551.11	5,657.43	5,207.03	5,247.21
1957-58†	5,571.46	5,533.47	6,161.73	6,308.03	5,857.91	5,892.62

C. Vocational Teachers (Including Travel)

Year	White	Negro	Total
1934-35	1,338.45	848.46	1,283.29
1939-40	1,689.57	1,075.69	1,602.49
1944-45	2,153.33	1,960.80	2,114.29
1949-50	3,586.21	3,406.90	3,549.74
1950-51	3,896.29	3,676.37	3,850.01
1951-52	4,133.29	3,885.16	4,078.94
1952-53	4,287.31	4,100.14	4,244.07
1953-54	4,302.22	4,196.91	4,277.86
1954-55	4,373.17	4,289.06	4,353.29
1955-56	4,460.97	4,401.20	4,446.96
1956-57	4,495.34	4,399.91	4,472.29
1957-58†	5,057.26	4,941.10	5,026.85

* Contingency salaries applicable to 1949-50 paid to teachers holding Graduate, Class A and Class B certificates.

** Supervisors beginning in 1949-50. † Estimated.

NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

A. Teachers

WHITE

NEGRO

	No.	Average	No.	Average	
Elementary:	1939-40	12,082	8,916.42	5,864	8,671.18
	1944-45	12,983	1,249.21	6,075	1,272.52
	1949-50	14,043	2,458.06	6,069	2,559.71
	1951-52*	14,594	3,071.49	6,241	3,170.85
	1952-53	15,352	3,067.72	6,396	3,182.80
	1953-54	15,812	3,084.98	6,467	3,207.70
	1954-55	16,494	3,090.92	6,689	3,210.83
	1955-56	17,602	3,103.39	6,876	3,220.32
	1956-57	17,391	3,108.35	7,053	3,225.96
	1957-58	17,513	3,595.02	7,189	3,706.51
High School:	1939-40	4,279	905.80	982	709.53
	1944-45	3,122	1,257.83	814	1,247.49
	1949-50	4,035	2,460.19	1,171	2,459.24
	1951-52*	4,337	2,998.54	1,393	2,971.60
	1952-53	4,574	3,028.23	1,482	3,019.05
	1953-54	4,753	3,058.25	1,544	3,050.82
	1954-55	4,902	3,074.77	1,616	3,068.99
	1955-56	5,103	3,084.19	1,700	3,091.64
	1956-57	5,303	3,092.78	1,780	3,103.00
	1957-58	5,574	3,561.89	1,853	3,582.02
Total:	1939-40	16,361	913.64	6,846	676.68
	1944-45	16,106	1,250.88	6,889	1,269.56
	1949-50	18,078	2,458.65	7,240	2,543.46
	1951-52*	18,931	3,054.77	7,634	3,134.49
	1952-53	19,926	3,058.65	7,878	3,151.99
	1953-54	20,565	3,078.80	8,011	3,177.47
	1954-55	21,396	3,087.22	8,305	3,183.23
	1955-56	22,105	3,098.96	8,576	3,194.81
	1956-57	22,694	3,104.71	8,833	3,201.18
	1957-58	23,087	3,587.02	9,042	3,681.00
	B. Principals				
Elementary:	1939-40	320	1,445.83	78	1,215.49
	1944-45	333	1,977.42	93	2,082.53
	1949-50	404	3,759.36	100	3,914.91
	1951-52*	448	4,341.64	149	4,408.49
	1952-53	491	4,567.44	164	4,672.03
	1953-54	508	4,633.05	181	4,687.99
	1954-55	534	4,677.58	184	4,776.32
	1955-56	573	4,725.26	194	4,819.71
	1956-57	620	4,749.02	207	4,841.29
	1957-58	644	5,306.32	222	5,436.27
High School:	1939-40	705	1,679.25	169	1,227.36
	1944-45	711	2,284.04	191	2,191.36
	1949-50	682	4,368.35	213	4,156.14
	1951-52*	677	4,746.78	210	4,786.63
	1952-53	654	5,229.85	218	5,235.28
	1953-54	660	5,238.77	216	5,302.99
	1954-55	652	5,304.98	216	5,368.58
	1955-56	650	5,316.33	219	5,435.62
	1956-57	639	5,348.75	220	5,502.97
	1957-58	641	5,936.67	223	6,138.32
Total:	1939-40	1,025	1,606.38	239	1,223.48
	1944-45	1,044	2,186.24	284	2,155.72
	1949-50	1,086	4,079.00	313	4,079.07
	1951-52*	1,115	1,626.57	359	1,629.69
	1952-53	1,145	1,945.79	382	1,993.47
	1953-54	1,168	1,975.32	397	5,022.60
	1954-55	1,186	5,022.49	100	5,096.14
	1955-56	1,223	5,039.38	113	5,146.30
	1956-57	1,259	5,053.41	427	5,182.20
	1957-58	1,285	5,620.76	445	5,788.08
	C. Supervisors				
	1949-50	152	3,052.55	73	3,043.60
	1951-52*	171	3,920.95	83	3,928.55
	1952-53	173	3,901.03	85	3,960.68
	1953-54	176	3,996.40	84	4,019.54
	1954-55	180	3,993.73	85	4,061.99
	1955-56	174	4,013.16	55	4,151.38
	1956-57	171	4,065.11	54	4,171.46
	1957-58	177	4,659.62	55	4,736.13

* Includes "contingency salaries" applicable to 1950-51.

ATTENDANCE AND TEACHERS

Average daily attendance in proportion to the number of teachers employed indicates the average number of pupils each teacher instructs each day. The North Carolina average of slightly less than 30 pupils per teacher is approximately two pupils above the average for the nation.

Allotments of teaching positions filled by teachers paid from State funds are made on the basis of average daily attendance for the best continuous six months of the first seven months of the preceding school year. State teaching positions are allotted for the elementary schools on the basis of one for 25 pupils, two for 45, three for 70, four for 105, five for 138, six for 171, and one for each 30 thereafter. State teaching positions for the high schools are allotted on the basis of one for 25 pupils, two for 40, three for 60, four for 80, and one for each 30 thereafter.

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED
(Not including vocational teachers and classified principals)

Year	Elementary		High School		Total	
	White	Nezro	White	Nezro	White	Nezro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	33.9	35.0	33.9	33.0	33.9	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1945-46	31.5	30.5	22.1	24.6	29.2	29.7
1946-47	31.3	30.7	23.2	25.6	29.2	29.8
1947-48	31.5	31.5	23.4	27.1	29.4	30.8
1948-49	30.8	31.8	27.8	31.7	30.1	31.8
1949-50	30.3	31.8	27.8	32.1	29.7	31.8
1950-51	30.1	31.8	27.2	31.0	29.4	31.7
1951-52	29.7	30.8	27.1	29.8	29.1	30.7
1952-53	28.8	30.2	26.8	29.2	28.3	30.0
1953-54	29.6	31.2	22.3	24.5	27.6	29.7
1954-55	29.3	31.0	22.4	24.2	27.4	29.4
1955-56	29.0	30.8	22.4	24.2	27.2	29.2
1956-57	28.7	30.3	22.5	24.0	27.0	28.9
1957-58*	27.9	29.8	22.8	24.3	26.5	28.5

* Estimated.



VI

What Is the Instructional Program in North Carolina Public Schools?

ELEMENTARY SCHOOLS

The elementary curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced program in reading, language, spelling, writing, arithmetic, social studies, health, physical education, art, music, and science. Through these subject areas, children are given opportunities to gain competence in the basic skills; and to develop properly in the important areas of intellectual, physical, and emotional maturity; and to develop habits of good citizenship. Course offerings include:

- Language arts, subjects used in everyday communication—reading, writing, spelling, listening, speaking—are tools for learning in all curriculum areas.
- Through the social studies, pupils are introduced to the nature of the social world. Through related history and geography, pupils are helped to understand their own cultural heritage and the important events, discoveries, and inventions leading up to the social world of today.
- Through the study of arithmetic, pupils learn to compute, weigh, and measure in exact terms. Through arithmetic pupils learn to think and solve problems quantitatively.
- Art and music develop aesthetic appreciation and enable children to express themselves creatively and communicate ideas.
- Health and physical education emphasize the development of sound personal, physical and mental health. Stress is placed also upon understanding and improving community health, safety, and recreation.

In adapting and modifying the curriculum to varying community needs, emphasis is directed to the necessity of planning a total program which promotes maximum child growth and development.

This curriculum is implemented by the use of free textbooks. Library books, supplementary readers, maps and globes, art and construction supplies, music appreciation materials, and other aids are also used in instruction.

HIGH SCHOOLS

A study of the North Carolina public schools reveals that many of the problems relative to improving the educational opportunities for North Carolina youth are fundamentally associated with the small size of many high schools. The curriculum for many schools is limited to the five academic fields: English, mathematics, social studies, science, and foreign languages.

As shown in the accompanying table, the percentage of schools offering other than the five subject areas named is as follows:

Home economics	89.4 per cent
Typewriting	87.9 per cent
Agriculture	66.0 per cent
Music	36.6 per cent
Driver Education	25.7 per cent
Industrial arts	18.1 per cent
Vocational shop and trades	9.2 per cent
Art	8.7 per cent
Distributive education	4.9 per cent
Diversified occupations	3.8 per cent

Graduation from high school is based on four years of work beyond elementary school and the completion of a minimum of 16 units as follows:

English	4 units
Mathematics	1 unit
Social Studies	2 units
Science	2 units
Health and Physical Education	1 unit
Electives	6 units

A few schools require 17, 18, or more, units for graduation, and one school is experimenting with the requirement of 24 units by concentrating three subjects per semester.

Slightly more than half of the students who enter high school graduate four years later.

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1957-58
 (From High School Principals' Annual Reports)

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
ENGLISH:						
English I	639	64,574	238	27,873	877	92,447
English II	607	49,275	226	16,930	833	66,205
English III	605	39,490	224	13,507	829	52,997
English IV	592	31,449	224	10,592	816	42,041
Dramatics	60	2,261	31	872	91	3,133
Speech	63	1,609	11	458	74	2,066
Journalism	71	1,888	13	316	84	2,204
Spelling	31	2,217	13	695	44	2,912
Other Courses, including General Eng., Practical Eng., World Literature, Shakespeare, Creative Writ- ing, Remedial Eng. Com- munications, Eng. V.	29	517	2	106	22	703
MATHEMATICS:						
General Math.	539	34,710	217	19,375	756	54,058
Algebra I	645	44,243	226	13,755	871	57,998
Algebra II	478	21,195	117	3,761	595	24,866
Advanced Algebra	61	1,721	2	27	63	1,748
Plane Geometry	454	15,654	170	7,817	624	23,471
Solid Geometry	133	2,297	7	119	140	2,416
Trigonometry	108	2,137	9	163	117	2,800
Other Courses, including Refresher For Success, Fusion, Functional Arith. Senior, Advanced General Shop Mathematics	19	763	2	57	21	800
SOCIAL STUDIES:						
Citizenship	497	33,457	193	12,498	690	45,955
World History	465	26,143	178	10,572	643	36,715
American History	597	40,508	212	13,129	809	53,637
Economics	355	10,171	153	6,365	508	16,536
Sociology	325	9,990	165	6,279	490	16,269
Problems	49	2,099	26	1,362	75	3,261
Geography	187	7,693	60	1,875	247	9,568
Modern History	2	80	—	—	2	80
Government	22	1,320	1	25	23	1,345
Human Relations	3	384	2	148	5	532
Current History	6	207	—	—	6	207
International Relations	1	66	—	—	1	66
Negro History	—	—	5	290	5	290
SCIENCE:						
General Science	589	43,946	198	14,505	787	58,541
Biology	610	19,566	223	17,219	833	66,785
Chemistry	396	13,074	191	7,712	587	20,786
Physics	311	6,828	115	3,257	426	10,079
Senior Science	25	829	—	—	25	829
Physical Science	19	687	—	—	19	687
Qualitative Analysis	1	16	—	—	1	16
Advanced Biology	2	456	—	—	2	456
Applied Science	1	27	—	—	1	27
HEALTH:	632	60,191	211	19,938	843	80,429
First Aid	2	96	—	—	2	96
PHYSICAL EDUCATION:	636	72,753	166	18,660	802	91,113
SAFETY EDUCATION:	23	1,768	13	947	36	2,715
DRIVER EDUCATION:	151	8,718	71	4,633	225	13,351

**NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS
SUBJECTS, 1957-58 (Continued)**
(From High School Principals' Annual Reports)

	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
ART:						
Arts and Crafts	53	2,443	23	1,490	76	3,933
Commercial Art	4	106	—	—	4	106
General Drawing	1	52	—	—	1	52
Graphic Art	1	93	—	—	1	93
Ceramic	1	30	—	—	1	30
Ceramic	2	99	—	—	2	99
MUSIC:						
General Music	11	1,701	54	3,343	65	5,044
Chorus, Choir, Glee Club	215	14,937	102	5,396	321	20,313
Band	201	9,659	95	4,495	296	14,154
Orchestra	19	758	4	107	23	865
Music Appreciation	1	33	—	—	1	33
Elementary Harmony	2	21	—	—	2	21
Piano	2	72	—	—	2	72
*AGRICULTURE I: . . .	143	9,977	136	3,445	579	13,422
*Agriculture II	441	6,743	136	2,732	577	9,475
*Agriculture III & IV	438	8,125	123	2,650	561	10,775
HOME						
ECONOMICS I: . . .	572	24,733	212	9,288	784	34,021
Home Economics II	547	15,297	197	6,936	744	22,233
Home Econ. III & IV	370	5,441	153	3,908	523	9,349
Nurses Home Econ.	1	6	—	—	1	6
Boys Home Economics	9	125	1	26	10	151
Home Crafts	1	14	—	—	1	14
INDUSTRIAL						
ARTS: . . .	98	5,585	61	3,684	159	9,269
Mechanical Drawing	56	2,347	6	279	62	2,626
Woodworking	17	811	—	—	17	811
Electronics	4	116	—	—	4	116
Metals	3	196	—	—	3	196
Drafting	2	43	—	—	2	43
TRADES AND INDUSTRIES:						
Including Auto Mechanics,						
Bricklaying, Machine Shop,						
Carpentry, Looping, Cabinet						
Making, Sheet Metal, Printing,						
Textiles, Welding	43	1,188	38	1,866	81	3,054
*Diversified Occup'tn.	27	629	6	147	33	776
*Distributive Education	41	1,235	2	68	43	1,303
Educational and						
Vocational Guidance	11	460	6	355	17	815
BUSINESS EDUCATION:						
General Business	215	9,141	70	2,428	285	11,560
Typewriting I	597	32,500	174	6,443	771	38,943
Typewriting II	519	13,022	120	2,811	618	16,433
Shorthand I	367	9,117	65	1,212	332	10,359
Shorthand II	124	2,053	15	187	139	2,240
Business Arithmetic	123	5,614	31	1,394	154	7,008
Elem. Bookkeeping	393	11,136	35	774	428	11,910
Business English	39	1,391	1	6	40	1,437
Salesmanship	7	175	1	21	8	198
Office & Clerical Pr.	80	1,782	12	304	92	2,086
Business Law	23	728	1	119	27	847
Bookkeeping II	15	294	—	—	15	294
Personal Typing	11	921	—	—	11	921
Other Courses including						
Office Management, Business						
Economics, Business Practice,						
Basic Business, Business						
Correspondence, Advanced						
Business	8	226			8	226

*From reports to supervisors

**NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS
SUBJECTS, 1957-58 (Continued)**
(From High School Principals' Annual Reports)

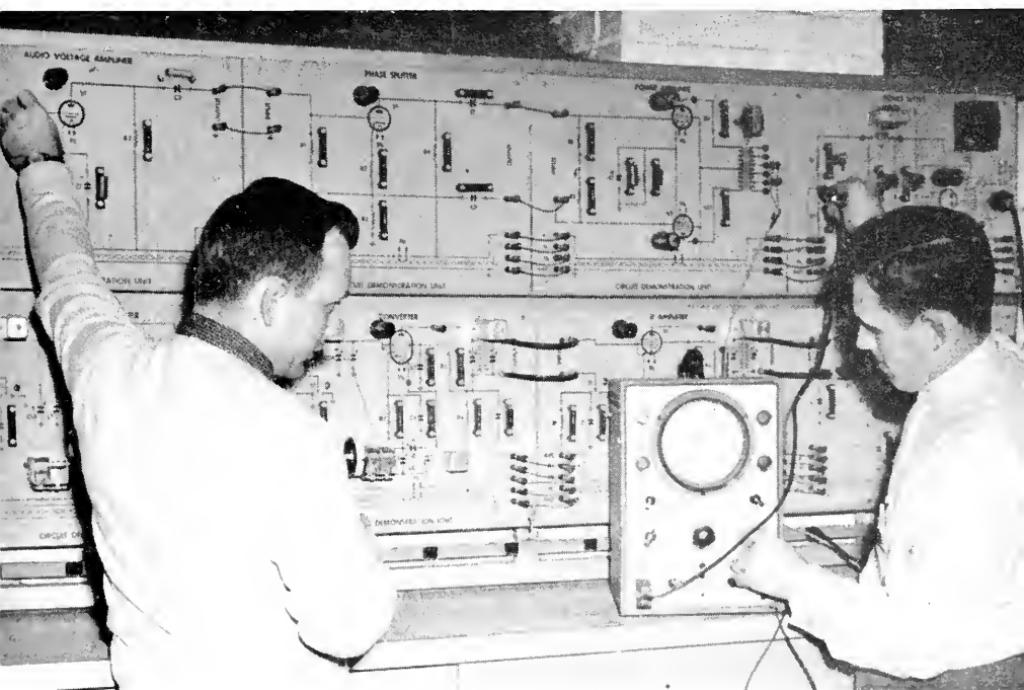
FOREIGN LANGUAGES:

French I	415	10,620	198	6,793	613	17,413
French II	361	5,894	173	4,110	534	10,004
French Conversation	1	7	—	—	1	7
French III & IV	1	17	—	—	1	17
Latin I	149	7,644	5	189	154	7,833
Latin II	129	4,983	5	191	134	5,174
Latin III & IV	5	121	—	—	5	121
Spanish I	96	4,196	16	601	112	4,797
Spanish II	63	1,731	14	341	77	2,072
German I	1	34	—	—	1	34
German II	1	32	—	—	1	32

OTHER COURSES:

Psychology	16	961	5	162	21	1,123
Family Living	30	1,146	7	393	37	1,538
Library	27	588	6	179	33	767
Radio	1	19	—	—	1	19
General Aeronautics,						
Aviation	2	34	—	—	2	34
R.O.T.C.	1	403	—	—	1	403
Orientation	1	158	—	—	1	158
Stage Craft	1	48	—	—	1	48
Practical Nurse						
Training	—	—	1	68	1	68
T. V. History	—	—	1	121	1	121
Photography	—	—	2	36	2	36
Basic Electricity	—	—	1	23	1	23
Bible I	48	2,828	3	236	51	3,064
Bible II	17	627	—	—	17	627

See page 36 for enrollments by grades.



HEALTH EDUCATION

Pupils develop health habits, attitudes and understandings as a result of a variety of experiences in the total school program. Some of these valuable experiences are incidental, some are related to co-curricular activities, some are closely related to subjects other than health; whereas others are planned as a part of a special health class.

For convenience and clarity the total school health program is usually described under three principal aspects.

Healthful School Living

A healthful school environment is essential to a good health program:

First, it is a primary responsibility of the schools to protect the health of children from all possible health and safety hazards of the physical, emotional and social environment of the schools.

Second, the right kind of school environment will serve as an example which will carry over into the home and community and result in better health facilities in the entire community including the schools. Undoubtedly many homes now have good lights and indoor toilets and other health facilities because pupils have seen and used good health facilities at school.

Third, a healthful environment will provide a medium for teaching health by providing opportunities for pupils to practice good health habits. It is false economy to buy health textbooks and to pay salaries for teachers to teach good health habits, sanitation, communicable disease control, safety, and other aspects of health, while at the same time children are deprived of the use of the best learning situations, that is, the opportunity to use adequate health facilities.

Health Instruction

Health instruction is that phase of the total school health program designed primarily for the development of health habits, attitudes and understandings on the part of boys and girls. Health instruction may be correlated with other subjects, such as science, physical education and home economics. It may be part of a large unit of study, such as a study of transportation,

or it may be planned and taught as special health units. Whatever methods are used, it is required that 30 minutes or the equivalent be devoted to health in grades 1-8 and 45-60 minutes, two days per week, in grade 9.

Health Services

This phase of the school health program includes those services rendered school children to protect and improve their health, including health appraisal procedures by teachers and nurses, health examinations by physicians and dentists, follow-up to get correction of remediable defects, adjustments of the school program to defects that cannot be corrected, procedures for the control of communicable diseases, and the care of emergency illnesses and accidents.

NUMBER OF CHILDREN RECEIVING SERVICES

Diagnostic Services	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58
Eye Examinations	1,163	1,668	1,370	1,876	1,180	1,740
Medical Examinations	15,044	20,066	22,874	84,660	79,904	76,110
Chest X-rays	13	920	1,299	1,362	341	323
Hearing Tests with Audiometers	No Report	69,367	53,220	51,732	47,236	40,905
Cases Receiving Correction of Defects by Expenditure from this Fund						
Tonsils	4,217	4,097	4,228	3,477	2,983	3,174
Teeth	16,713	15,817	15,285	16,427	13,699	15,686
Ears	213	962	274	175	180	196
Hernia	78	106	103	111	127	138
Orthopedic	43	35	19	31	13	28
Intestinal Parasites	1,051	910	603	546	711	524
Eyes (glasses)	2,343	2,197	2,203	2,620	1,862	2,695
Eyes (surgery)	27	17	80	46	32	16
All Others	61	1,748	1,658	775	131	501



PHYSICAL EDUCATION

The objectives of the physical education program of the public schools are:

- To provide activities that will develop the physical and mental health of pupils.
- To contribute to the social education of pupils.
- To provide opportunities for the development of recreational interest and skills.
- To contribute to healthful school living.

The minimum requirement for physical education in the elementary grades (1-8) is 30 minutes per day exclusive of recess time and relief periods.

Physical education is required of all ninth grade students—a minimum of three days per week (45-60 minutes per period.)

The State Department of Public Instruction recognizes that physical education activity is needed by all boys and girls in secondary schools and recommends that local schools require physical education at least in grades nine and ten and offer it as an elective in grades eleven and twelve.

Publication No. 279, Physical Education in the Elementary and Secondary Schools, North Carolina, State Department of Public Instruction, 1952, contains details regarding the organization, administration and conduct of the recommended State program of physical education in grades one through twelve.

According to the "Principals' Annual Reports" many schools offer physical education over and above the requirements in grades 1-9 as outlined above. The "Reports" indicate that:

- 299 high schools offered physical education in grade 10.
- 245 high schools offered physical education in grade 11.
- 237 high schools offered physical education in grade 12.
- 120 high schools offered physical education in grades 9, 10, 11 and 12.
- 57 high schools reported new gymnasiums.
- 92 high schools added lockers, showers and dressing rooms to gymnasiums.
- 1286 physical education teachers were employed.

578 high schools gave medical examinations to students enrolled in physical education.

666 high schools required students to change clothes for physical education.

516 high schools required students to take showers following activities.

MUSIC EDUCATION

Much progress has been made during the last two years in the use of music as a means to intensify concepts taught in the social studies and other areas of the curriculum in the elementary school. The music staff of the Department of Public Instruction is in the process of developing bulletins which correlate music with each of the State-adopted social studies texts for grades 4 through 8. The sixth grade outline is now in the hands of teachers.

In school systems organized on a 6-3-3 basis, music offerings are expanded to include the general music class for eighth grade students and chorus for all junior high school students.

Music offerings at the high school level include general chorus, glee clubs, band, orchestra, and "consumer" music courses, electives for all students.



DRIVER AND SAFETY EDUCATION

The General Assembly of 1957 enacted a law providing that each motor vehicle operator paying an annual registration tax of \$10.00 or more should pay an additional \$1.00 tax. Funds derived from this additional tax would, under the act, be used to finance a driver training and safety education program in the public schools.

Since the first levy of this tax was made in January 1958, the program in the schools could not, except for summer programs, get under way until the school year 1958-59. In the meanwhile, preparations were made in the colleges of the State for giving courses for training teachers. During the spring and summer of 1958, therefore, approximately 2000 teachers were provided with driver training instruction. During this period also, a publication, *Driver Education, A Manual for Instructors*, was issued by the Department. On June 30, 1958, it was estimated that 120 of the 175 administrative units would offer driver instruction to approximately 50 per cent of the 35,000 high school students who would reach legal driving age during the 1958-59 school year.

The Driver Education staff of the Department offers field service to superintendents and principals to give the needed assistance in working out local programs.



VOCATIONAL AGRICULTURE

Vocational Agriculture was offered in 588 of the 910 high schools operating in the State in 1957-58. The major objectives of Vocational Agriculture are to develop effective ability to:

- Make a beginning and advance in farming
- Produce farm commodities efficiently
- Market farm products advantageously
- Conserve soil and other natural resources
- Maintain a favorable environment
- Participate in rural leadership activities

Agricultural training is offered to three groups:

The High School Group. The emphasis with this group is to develop attitudes, understandings and abilities which will enable pupils to apply scientific principles and agricultural technology to farming programs which they are developing. Attention is given to solving those problems related to the individual's farming program and to improving the home farm. An integral part of the instructional program is the activities of the Future Farmers of America and New Farmers of America organizations which motivate the pupils and provide many opportunities for developing leadership.

The Young Farmer Group. (out-of-school) The emphasis with this group is to develop attitudes, understanding and abilities which will help the young farmer to become established progressively in farming on a sound economic basis. Problems such as selecting a farm, renting and buying a farm, leases and partnership agreements, farm credit, farm management and farm mechanics, form the core of the instructional program. Many individuals enrolled in the high school Vocational Agriculture courses continue their education in these young farmer classes.

The Adult Farmer Group. The emphasis with this group is to develop attitudes, understandings and abilities which will help the farmer improve the efficiency of his farm business. Agricultural research is developing new farm practices each year. The new practices are valuable only to the extent that farmers apply them to their farm business. Therefore, instruction for this group is planned around new farm practices applicable

to the particular type of farming prevalent in the community. Special attention is given to solving problems related to new enterprises, contract farming, mechanization and farm management.

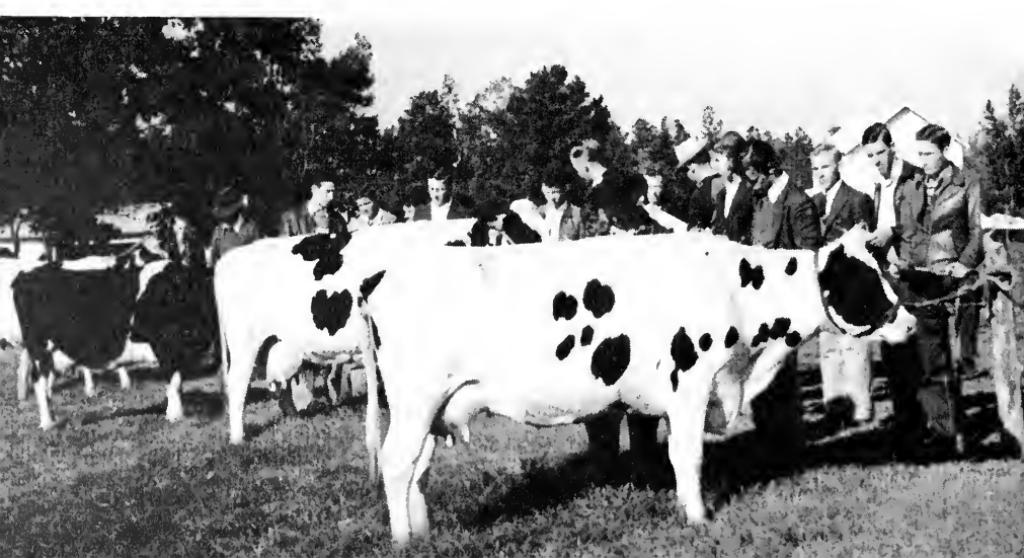
VOCATIONAL AGRICULTURAL PROGRAM

Year	Number of Schools	All-Day Enrollment	Evening Class Enrollment	Total Enrollment	Financial Returns on Supervised Projects
1918-19	29	323		323	\$ 41,480.85
1919-20	44	721		721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1934-35	276	11,177	7,700	18,877	1,926,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	398	12,572	7,908	20,480	1,660,431.87
1949-50	538	21,756	8,339	30,095	2,993,941.47
1950-51	542	26,575	9,563	36,141	2,094,717.68
1951-52	553	28,315	13,300	41,651	3,738,330.27
1952-53	567	25,962	13,229	38,191	5,272,712.29
1953-54	572	29,067	13,617	42,684	5,004,516.84
1954-55	593	30,038	14,794	44,832	6,168,091.49
1955-56	586	32,668	15,201	47,869	6,573,589.76
1956-57	586	33,096	15,765	48,861	7,902,745.56
1957-58	588	33,772	15,521	49,293	6,363,159.67

EXPENDITURES FOR VOCATIONAL AGRICULTURE

(Not including Teacher Training)

Year	State	Local	Federal	Total
1925-26	\$ 46,427.68	\$ 75,741.39	\$122,168.53	\$ 244,337.60
1929-30	63,106.15	167,444.71	141,802.56	372,353.42
1934-35	39,773.82	136,166.34	173,994.21	349,934.37
1939-40	129,706.33	224,264.45	328,136.65	682,107.43
1944-45	231,172.36	281,877.59	334,508.17	847,558.12
1949-50	851,853.31	649,631.33	447,808.68	1,949,313.32
1950-51	855,564.62	678,472.06	427,215.22	1,961,251.90
1951-52	980,430.89	748,095.89	449,956.75	2,178,483.53
1952-53	1,326,342.98	776,735.11	517,688.33	2,620,766.42
1953-54	1,383,667.55	882,735.94	517,688.33	2,784,191.82
1954-55	921,204.59	1,238,923.48	621,230.28	2,781,357.95
1955-56	1,215,476.07	946,457.67	670,893.28	2,832,827.02
1956-57	1,189,136.10	953,688.46	712,026.28	2,854,850.84
1957-58	1,591,088.41	1,319,198.66	723,675.00	3,622,313.35





VOCATIONAL HOME ECONOMICS

The vocational home economics program makes it possible for teachers to have extended term of employment. This additional time enables them to know the homes in the school community through a visitation program. Knowing the families in the school program, their interests and needs, helps the teacher to supervise the home experience program through which the students take their homemaking instruction into the actual home situation. In this way the teaching is functional and family centered.

Another aspect of the vocational program is education in homemaking for out-of-school youth and adults. 8,400 adults enrolled in homemaking classes in 1957-58.

This program includes students for satisfying family living; the instruction is centered on food and nutrition, clothing and textiles, home care of the sick, child development, family relations and housing.

There were 534 departments operating in 1957-58 with a high school enrollment of 44,042. In addition there were 336 departments in high schools not receiving reimbursement from State and Federal Funds.

The two student organizations, Future Homemakers of America and New Homemakers of America, are to be found in all schools having homemaking departments. These organizations supplement the classroom program and offer opportunities for further development of students and emphasize the aims and ideals of satisfying family living.

GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year	Teachers	Enrollment	Evening Classes Number	Enrollment
1918-19	3	106		
1919-20	23	811	20	323
1924-25	140	5,552	334	3,925
1929-30	231	10,216	271	3,501
1934-35*	87	5,283	355	6,761
1939-40	289	20,981	302	4,718
1944-45	406	29,162	139	2,334
1949-50	436	32,203	223	3,046
1950-51	467	33,372	245	5,605
1951-52	480	35,174	274	5,811
1952-53	494	58,953	240	7,995
1953-54	508	46,532	296	7,330
1954-55	515	63,020	301	14,486
1955-56	548	41,642	406	9,573
1956-57	556	51,833	357	9,277
1957-58	561	52,442	365	8,400

* Beginning this year the figures concern only departments financed in part by Federal funds.

EXPENDITURES FOR VOCATIONAL HOME ECONOMICS

Year	State	Local	Federal	Total
1925-26	\$ 68,003.65	\$ 57,839.65	\$ 12,629.35	\$ 138,472.65
1926-30	54,963.45	151,500.20	19,538.28	226,001.93
1934-35	13,677.18	40,192.79	52,708.09	106,573.06
1939-40	64,773.27	116,116.41	168,231.74	349,121.42
1944-45	249,660.74	211,685.18	174,148.73	635,494.65
1949-50	758,983.20	460,026.54	231,402.97	1,450,412.71
1950-51	759,301.40	487,144.73	214,088.08	1,460,534.21
1951-52	843,314.93	533,594.53	223,377.11	1,500,646.57
1952-53	1,033,697.77	550,018.29	252,922.22	1,836,638.28
1953-54	1,074,182.88	622,981.48	252,922.22	1,950,086.58
1954-55	1,033,076.83	675,940.87	318,605.47	2,027,623.17
1955-56	1,015,340.20	683,135.23	350,930.17	2,049,405.60
1956-57	1,018,015.73	696,200.75	374,325.70	2,088,542.18
1957-58	1,233,779.12	828,070.75	380,468.89	2,442,318.76



VOCATIONAL TRADES AND INDUSTRIES

The trade and industrial program is financed from Federal, State, and local funds.

Trade and industrial education provides the following types of training:

1. Day trade classes for high school students, 16 years of age or older, and adults who wish to learn a highly skilled trade or certain technician occupations.
2. Part-time cooperative classes for high school students, 16 years of age or older, and adults. In the case of high school students, half of each day is spent in school and the other half on the job. Adults likewise spend a portion of the training period in the classroom, followed by practical experience for another period.
3. Extension classes for apprentices in skilled occupations who attend classes during non-working hours to receive technical instruction.
4. Evening extension classes for employed workers who desire technical instruction needed for advancement in their occupations.
5. Preparatory and extension training for practical nursing.

In 1957-58, day trade programs were conducted in 51 school administrative units, with 156 classes in which 4,810 students were enrolled as follows:

Auto Mechanics	265	Machine Shop	588
Bricklaying	995	Painting	31
Cabinetmaking	82	Printing	63
Carpentry	378	Radio & Television	81
Commercial Cooking ...	78	Sewing, Power	221
Cosmetology	118	Sheet Metal	60
Drafting	115	Shoe Repair	44
Electricians	31	Tailoring	110
Electronic Mechanics...	363	Textiles	20
Hand Weaving	82	Upholstery	27
Knitter Fixing	92	Welding	70
Looping	896		

During 1957-58, 170 part-time cooperative programs, with an enrollment of 1,801 students, were conducted in 30 administrative units. Also, 231 evening extension classes, with a total enrollment of 6,314 students, were conducted in 30 administrative units. The total enrollment in all trade programs during 1957-58 was 12,925.

A new feature for trade and industrial education now being developed is a State-wide program of Industrial Education Centers. These centers are equipped and planned to provide preparatory type of trade technical training to selected young adults and senior high school students and extension type training for employed workers.

**GROWTH OF TRADE AND INDUSTRIAL EDUCATION
(Expenditures Excluding Teacher Training)**

Year	Classes	Enrollment	State	Local	Federal	Total
1925-26	259	3,892	\$ 13,330.28	\$ 14,164.44	\$ 27,494.55	\$ 54,989.27
1929-30	384	5,887	14,439.43	16,420.42	30,859.81	61,719.66
1934-35	509	7,908	12,244.93	27,498.65	38,256.16	77,999.74
1939-40	714	11,582	22,112.46	52,657.03	99,466.25	174,235.74
1944-45	401	7,836	60,784.29	52,951.27	112,149.56	225,885.12
1949-50	359	9,026	216,705.54	119,442.89	137,520.12	503,668.55
1950-51	435	8,787	206,096.88	172,461.08	137,319.74	515,877.70
1951-52	491	8,344	225,076.96	185,685.74	146,506.38	557,269.08
1952-53	485	8,244	184,371.51	197,449.60	151,757.48	533,578.59
1953-54	495	8,363	281,991.57	196,549.33	159,601.00	638,141.90
1954-55	427	9,314	273,134.28	205,536.68	180,120.48	658,791.44
1955-56	419	9,566	270,512.25	198,019.56	197,043.00	665,574.81
1956-57	508	11,346	323,118.79	180,025.41	199,605.78	702,749.98
1957-58	557	12,925	389,641.73	207,816.91	198,334.05	795,792.69

"IF THE TRAINER HAS TEACH,
THE LEARNER CAN PERFORM."

PROFESSOR THEODORE

PRESIDENT OF MICHIGAN

TECHNICAL COLLEGE



DISTRIBUTIVE EDUCATION

Financed by federal, State, and local funds, distributive education is a Vocational Education Program for those persons engaged in the distribution of goods and services from the farmer, the producer and the processor to the ultimate consumer. It is education for the business or marketing function in our economy. Two types of programs are conducted, the cooperative program for high school students and the extension program for adults:

1. The high school program prepares boys and girls to make careers in some distributive business. Students develop techniques and skills through supervised work experience in various businesses as trainees. In school the teacher-coordinator uses work experience as a basis for motivation and the development of a broader understanding of distribution and its operations.
2. Through the extension program courses designed to improve and upgrade adults are conducted on three levels—the owner-manager group, the supervisory group, and the employee group. Recently there has been a marked increase among owners and managers in extension training. During the past biennium more than 1600 owners and managers have been enrolled in management courses.

COOPERATIVE PART-TIME VOCATIONAL TRAINING			IN-SERVICE TRAINING FOR ADULTS		
Year	No. Classes	No. Persons	Earnings*	No. Classes	No. Persons
1939-40	1	26	\$ 74,640.81	116	2,327
1944-45	15	267		122	2,281
1949-50	25	661	274,184.99	242	5,545
1950-51	26	722	320,839.83	181	5,151
1951-52	24	725	368,472.88	123	4,406
1952-53	23	639	366,277.19	99	1,628
1953-54	30	774	433,597.98	124	2,928
1954-55	34	994	627,039.02	113	2,593
1955-56	37	1,109	647,388.27	123	2,987
1956-57	40	1,252	659,048.63	108	4,226
1957-58	43	1,303	711,138.26	161	4,683

Year	No. Classes	No. Persons	Earnings*	No. Classes	No. Persons
1939-40	1	26	\$ 74,640.81	116	2,327
1944-45	15	267		122	2,281
1949-50	25	661	274,184.99	242	5,545
1950-51	26	722	320,839.83	181	5,151
1951-52	24	725	368,472.88	123	4,406
1952-53	23	639	366,277.19	99	1,628
1953-54	30	774	433,597.98	124	2,928
1954-55	34	994	627,039.02	113	2,593
1955-56	37	1,109	647,388.27	123	2,987
1956-57	40	1,252	659,048.63	108	4,226
1957-58	43	1,303	711,138.26	161	4,683

EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS

Year	State	Local	Federal	Total
1939-40	\$ 2,730.38	\$ 1,686.67	\$ 6,412.45	\$ 10,829.50
1944-45	11,665.12	6,934.93	14,429.33	33,029.38
1949-50	44,733.21	31,502.33	36,013.36	112,248.90
1950-51	41,532.87	29,267.00	35,378.56	106,178.43
1951-52	56,720.18	34,432.81	14,514.72	105,667.71
1952-53	50,265.51	37,559.00	8,653.84	96,478.35
1953-54	75,267.00	49,640.04	8,653.84	133,560.88
1954-55	82,086.25	42,710.30	15,000.00	139,796.55
1955-56	70,223.02	46,736.73	31,575.00	148,534.75
1956-57	59,078.67	50,226.68	59,139.00	168,444.35
1957-58	84,429.77	63,633.99	62,297.20	210,360.96

* It will be noted that earnings of student-trainees in the cooperative programs during the school year is roughly four times as much as the cost of the total program.

VETERANS EDUCATION

Congress has passed laws providing educational benefits to veterans of World War II and to those who have served in the Armed Forces since June 27, 1950. These programs of education are administered through the State Department of Public Instruction. There are three areas of training:

1. Institutional, where courses are offered in colleges, business schools, hospitals, vocational trade schools, flight schools, barber schools, beauty schools, and special courses in high schools.
2. On-the-job training, where courses are offered in approved establishments in which the job is learned by work and related training.
3. Institutional-on-farm training, where a systematic program of vocational agriculture education is provided. This training is offered only in those high schools which have departments of vocational agriculture and the same instructional staff is responsible for the supervision of the program for veterans. Special instructors are employed to teach veterans.

A total of 209,583 North Carolina veterans of World War II have been trained under two programs—the World War II GI Bill and the Vocational Rehabilitation Act for the disabled. Of this number, approximately 197,604 have been trained under the World War II GI Bill, using their education and training to assist them in readjusting to civilian life and make up for the years they were in service. The remaining 11,979 were disabled in World War II service and needed vocational rehabilitation training to overcome their handicaps in order to become employable again.

A total of 58,879 Korea Conflict veterans in the State have taken advantage of training benefits thus far, either under the Korea GI Bill or the vocational rehabilitation program for disabled veterans. In addition, 278 war orphans have received training under the War Orphans' Education Assistance Act of 1956.

VETERANS ENROLLED IN PROGRAMS AS OF OCTOBER 31, 1958:

Institutions of Higher Learning	6,885
Schools Below College Level	3,722
Correspondence Only	560
On-the-Job Training	301
Apprenticeship Training	1,213
Institutional On-Farm Training	1,339

VETERANS IN TRAINING AS OF DECEMBER 31, EACH YEAR

Year	Total	Colleges	Business Schools	Elem. & High
1946	51,765	19,886		
1947	64,464	19,653		
1948	69,415	17,028		
1949	70,539	18,021		
1950	51,375	7,107	1,878	8,551
1951	41,584	4,605	2,010	6,534
1952	19,479	3,102	1,000	1,613
1953	15,072	4,088	933	1,047
1954	16,939	6,151	1,650	1,641
1955	19,467	8,523	1,696	2,045
1956	19,768	9,415	1,989	1,463
1957	17,339	8,604	1,876	1,366

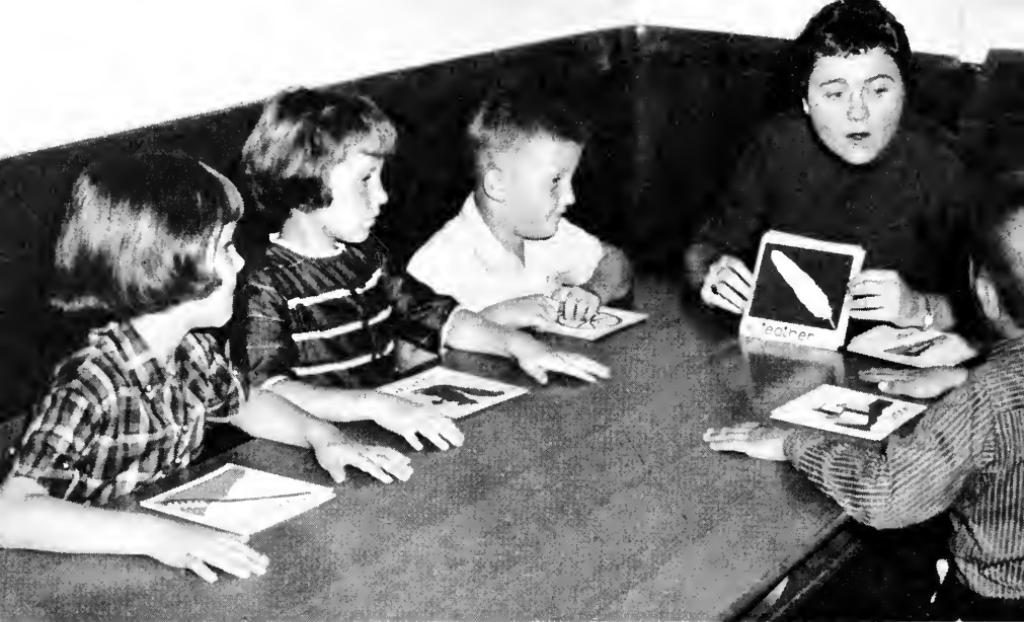
VOCATIONAL AND TRADE

Year	Profit	Non-Profit	Correspondence Only	Inst. on Farm	On-the-Job Training
1946				6,530	17,508
1947				13,615	18,605
1948				19,851	17,728
1949				24,908	13,273
1950	1,415	902	2,512	21,905	7,105
1951	739	863	3,662	18,477	4,694
1952	123	373	1,778	9,334	2,156
1953	149	185	989	9,290	2,391
1954	394	209	861	3,348	2,685
1955	325	359	694	2,606	3,219
1956	612	215	583	2,541	2,950
1957	574	202	548	1,831	2,338

SELECTED ACCOMPLISHMENTS, 1957

By Veterans Enrolled in the Instructional On-Farm Training Program

Practices	Total Number	Number Different Individuals Participating
Dwellings Painted	913	402
New Dwellings Built	137	126
Farm Shops Built & Equipped	36	40
Electricity Installed in Homes	282	122
Bathrooms Installed	905	187
Running Water Systems Installed	631	229
Farmsteads Landscaped	216	215
Acres of Land Restored	311	53
Quarts of Food Canned	171,894	1,628
Farm Status from Renter to Owner Changed	42	42
Milk Cows Acquired	1,136	329
Beef Cattle Acquired	1,004	277
Farm Tractors Acquired	391	393



SPECIAL EDUCATION

Special Education encompasses those instructional services needed by children who are handicapped, either physically or mentally, to the extent that they require services different from or in addition to those provided for in the regular school program.

The following are some of the ways in which special education is being provided in North Carolina:

- Special classes or centers for severely crippled children, with the children being transported in specially equipped station wagons, small buses and taxis to specially equipped ground-level classrooms. These children may be severely crippled from cerebral palsy, polio, heart, or other physical conditions.
- Instruction of children confined to their homes because of physical handicaps and long periods of convalescence. School to home electrical teaching devices may be provided in connection with a visiting teacher for the homebound.
- Instruction for children in hospitals, convalescent centers, and sanitaria.
- Speech therapy provided by itinerant teachers of speech correction. These speech correctionists may serve an entire administrative unit working with children who stutter, have delayed speech, or have articulation problems. In addition, the speech therapist may provide special instruction for hard-of-hearing children.

- Classes or services for visually handicapped children whose vision is too poor to permit them to read regular textbooks and who need large or clear type books as well as other aids.
- Classes for mentally retarded children—those whose intellectual development is so slow that they are unable to profit from regular class instruction.

The following summary of the Special Education Program includes only that which was provided by teachers employed full time by the public schools in an area of specialty—crippled, speech correction, hard-of-hearing, partially seeing, or mental retardation:

SPECIAL EDUCATION CLASSES SHOWING TYPE OF EXCEPTIONAL CHILD AND SCHOOL YEARS

ENROLLMENT

Area	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58
Speech	2,475	2,493	4,387	5,845	6,566	7,745	9,274
Mentally Retarded	2,365	3,139	3,197	2,379	2,763	3,736	3,875
Crippled	347	192	142	295	300	202	169
Visual	77	20	58	54	55	75	47
Hard of Hearing	54	57	18	19	22	13	13
Totals	5,318	5,901	7,802	8,592	9,706	11,771	13,378

NUMBER OF TEACHERS

Speech	22	35	45	55	60	66	70
Mentally Retarded	70	83	96	92	105	134	154
Crippled	16	31	16	17	17	17	13
Visual	4	4	4	4	4	4	5
Hard of Hearing	0	1	1	1	1	1	1
Totals	112	154	162	169	187	222	243

State-Allotted	75	113	121	129	129	162	190
Locally Financed	37	41	41	40	58	60	53

Program of Training for Trainable Mentally Handicapped Children

The 1957 General Assembly of North Carolina provided for a program of training for trainable mentally handicapped children under the general supervision of the State Superintendent of Public Instruction. These children have ordinarily been excluded from the public schools as uneducable; but since the enactment of the law, day training centers operated by local boards of education may be eligible to receive State-aid from the appropriations provided for this purpose.

The school year 1957-58 was the first year for the program: 22 centers were established in which 34 instructors and 34 attendants were employed; 400 trainable mentally handicapped children were enrolled during the year.

GUIDANCE SERVICES

Guidance services are organized activities designed to give systematic aid to pupils in understanding themselves and in making wise choices and satisfactory adjustments to various types of educational, vocational or personal-social problems which they must meet.

Guidance services may be classified as follows:

- Individual inventory, which includes recording all pertinent data about the student and using it to help him understand himself, his problems and his needs.
- Information service, which makes available the resources and provides the activities needed by students in solving their educational, vocational and personal problems.
- Counseling, which guides individual students in identifying, understanding, and solving their problems.
- Placement service, which helps the student carry out his plans and decisions.
- Follow-up service, which maintains contact with former students, both graduates and drop-outs.

It is desirable that every school have on its staff a person qualified to assume major counseling duties and to provide leadership in guidance activities.

	COUNSELING SERVICES						TOTAL
	White	County Negro	Total	White	City Negro	Total	
No. High Schools, 1956-57	560	165	725	111	76	187	912
1957-58	552	165	717	114	79	193	910
Schools Reporting Counselors With Scheduled Time							
1954-55	91	30	121	61	20	81	202
1955-56	94	38	132	70	18	88	220
1956-57	105	39	144	56	28	84	228
1957-58	131	47	178	77	37	114	292
Percentage of Schools							
1956-57	18.7	23.6	19.8	50.4	36.8	44.9	25.0
1957-58	23.7	28.4	24.8	76.5	46.8	59.0	32.0
Number of Counselors							
1954-55	105	43	148	113	23	136	284
1955-56	120	50	170	127	26	153	323
1956-57	121	45	166	102	40	142	308
1957-58	165	63	328	133	53	186	514

NOTE: This list includes only persons who have scheduled time listed on school schedule and does not include any full-time vocational teachers who are normally required to schedule some counseling time.

SCHOOL LIBRARIES

A good school library makes important contributions to all phases of teaching and learning. School library services include:

- Providing a broad, varied collection of materials—including books, magazines, films, filmstrips, newspapers, pamphlets, recordings—selected to meet the needs of the curriculum and to provide for the individual needs and interests of boys and girls.
- Helping students and teachers to locate and use these materials.
- Providing space for reading and research work by class groups and individuals.
- Teaching boys and girls the skills they need in order to use books and libraries effectively.
- Guiding students' independent reading and promoting lifetime habits of reading.

In order to develop effective school library services, schools must make provision for (1) library materials, (2) library quarters, and (3) library personnel. How well is North Carolina meeting these needs?

Library materials. In 1957-58, the total number of library books owned by the public schools was 5.5+ million volumes, or an average of 5+ books per pupil. National standards recommend an average of 10 or more books per pupil. Other library materials (films, filmstrips, recordings, magazines, newspapers, pamphlets) are provided to approximately the same extent as library books.

Library quarters. Each public high school in North Carolina provides quarters for housing library materials, but the space is frequently inadequate. In 1957-58, about 1250 or 60% of the elementary schools had central libraries. Library quarters are included in most new school plants.

Library personnel. No library personnel has been provided by North Carolina from State funds.

- *School librarians.* Approximately one-half of the public schools are attempting to provide personnel to staff school libraries through use of local funds and or State-allotted

classroom teachers. In 1957-58, there were approximately 420 full-time librarians who were certified for school library service. There were some 800 teachers, many with almost no training in library science, who spent a part of the school day in the library. Over 850 schools with central libraries had no trained person assigned to the library for any part of the school day. The practice of employing one librarian to serve several elementary schools is being encouraged until full-time personnel can be provided.

- *School library supervisors.* In 1957-58, 16 school administrative units employed fulltime school library supervisors. In addition, 8 other units employed personnel with part-time responsibility for supervising school library services within the administrative unit. Where library supervisors are employed, the quality of library service has greatly improved.



PERSONNEL WITH SOME LIBRARY TRAINING

Year	Full-Time				Total	Part-Time	Total
	White		Negro				
Elementary	High	Elementary	High				
1929-30					11		
1934-35					43		
1939-40					103	587	690
1944-45	19	72	9	21	121	614	735
1945-46	20	73	10	19	122	588	710
1946-47	28	85	15	23	151	637	788
1947-48	31	104	19	25	179	651	830
1948-49	42	123	22	26	213	750	963
1949-50	72	160	50	54	336	607	943
1950-51	36	126	40	32	234	852	1,086
1951-52	80	135	54	49	318	820	1,138
1952-53	117	149	55	54	375	846	1,221
1953-54	134	153	56	51	394	863	1,257
1954-55	117	141	51	58	367	842	1,209
1955-56	137	142	54	59	392	856	1,248
1956-57	142	144	56	62	404	868	1,272
1957-58	150	162	51	58	421	800	1,221

TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

Year	White	Negro	Expenditures	Average
				Per Pupil
1929-30	8	8	128,441.55	\$.32
1934-35	98,729.48	14,017.35	112,746.83	.17
1939-40	236,551.93	31,977.84	268,529.77	.40
1944-45	368,520.63	74,679.03	443,199.66	.64
1949-50	714,446.18	162,425.32	876,871.50	1.08
1950-51	817,672.12	184,833.89	1,002,506.01	1.11
1951-52	1,000,555.74	253,669.37	1,254,225.11	1.34
1952-53	1,098,460.01	299,649.08	1,398,109.09	1.46
1953-54	1,115,079.04	307,015.39	1,422,094.43	1.41
1954-55	1,075,763.15	271,414.76	1,347,177.91	1.31
1955-56	1,130,241.43	268,493.88	1,398,735.31	1.32
1956-57	1,187,027.06	300,667.41	1,487,694.47	1.38
1957-58*	1,250,000.00	325,000.00	1,575,000.00	1.39

* Estimated.

NUMBER AND CIRCULATION OF LIBRARY BOOKS

Year	Volumes			Circulation			Average
	Total	Volumes	A.D.M.	White	Negro	Total	Per Pupil
1934-35	1,636,835	1.8	4,099,229	338,981	4,438,210	7.5	
1939-40	2,163,183	2.5	7,291,671	965,815	8,257,486	12.24	
1944-45	3,197,933	4.2	8,471,240	1,367,695	9,838,935	14.29	
1949-50	3,985,289	4.89	10,527,131	1,608,657	12,135,788	14.88	
1950-51	4,278,502	4.72	11,641,525	1,493,462	13,134,987	14.50	
1951-52	4,427,932	4.75	11,995,362	2,008,897	14,007,259	15.01	
1952-53	4,699,784	4.91	13,872,995	3,099,692	16,972,687	17.73	
1953-54	4,958,642	4.92	15,684,575	2,819,095	18,503,670	18.37	
1954-55	5,191,697	5.04	16,374,890	2,492,640	18,867,530	18.31	
1955-56	5,365,687	5.07	18,132,855	3,122,747	21,255,602	20.08	
1956-57	5,576,630	5.20	18,724,807	3,300,442	22,025,249	20.55	
1957-58*	5,775,000	5.30	19,300,000	3,475,000	22,775,000	20.80	

VOCATIONAL REHABILITATION

Vocational Rehabilitation is a public service designed to develop, preserve or restore the ability of disabled men and women to perform remunerative work. Each disabled person served receives the combination of services which meets his individual need. These services may include medical, surgical and psychiatric treatment; hospital care; artificial appliances; specialized training; living expenses and/or transportation during training; occupational tools, equipment and licenses; placement on the job; follow-up; and professional counseling during the entire rehabilitation process.

Persons with disabilities resulting from birth, disease, accident, or from emotional causes are served. These include arm and leg deformities, amputations, heart ailments, tuberculosis, hearing, speech and eye defects, and many other handicapping conditions. Any handicapped person sixteen years of age or older who can be reasonably expected to profit by rehabilitation services, should apply for consideration.

GROWTH IN VOCATIONAL REHABILITATION SERVICES

No. Rehabilitated

Year	Total Rehab.	Total Case Services	With Physical Restoration	With Training	All Other Services
1921-22	18			7	11
1924-25	94			61	33
1929-30	72			54	18
1934-35	230			158	72
1939-40	486			374	112
1944-45	1,865		544	323	998
1949-50	2,625	8,272	3,027	1,096	4,149
1950-51	2,178	6,416	2,409	325	3,682
1951-52	2,634	8,558	3,350	626	4,582
1952-53	2,450	8,067	3,319	361	4,387
1953-54	2,530	8,220	3,436	400	4,384
1954-55	2,689	7,975	3,547	412	4,016
1955-56	2,730	7,907	3,422	447	4,038
1956-57	2,930	8,547	3,921	383	4,243
1957-58	3,537	10,441	4,912	531	4,998

EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

Year	Local	State	Federal	Total	Av. Case Cost
1925-26	\$ 1,736.88	\$ 26,161.74	\$ 16,225.69	\$ 44,124.31	\$459.63
1929-30	1,958.86	33,011.00	19,971.28	54,941.14	763.07
1934-35	13,823.67	23,961.65	29,673.63	67,458.95	293.30
1939-40	16,493.08	51,159.82	62,797.75	130,450.65	268.42
1944-45	10,617.59	91,389.37	269,881.71	371,888.67	199.40
1949-50	23,194.98	305,139.40	502,959.98	831,294.36	316.68
1950-51	27,385.50	304,376.06	544,132.24	875,893.80	402.16
1951-52	28,753.43	329,352.17	540,950.83	899,056.43	341.32
1952-53	31,049.87	357,282.97	560,131.67	948,464.51	387.13
1953-54	34,942.25	397,395.06	537,302.94	969,640.25	383.25
1954-55	33,963.35	369,681.78	618,200.00	1,021,845.13	380.00
1955-56	39,000.54	436,533.62	786,383.71	1,261,917.87	462.24
1956-57	39,277.95	483,166.35	895,840.70	1,418,285.00	484.00
1957-58	43,883.30	584,028.71	1,141,932.02	1,769,844.03	500.00



At the interesting and active age of 15, this intelligent, attractive young girl was in an automobile accident and received a spinal injury which left her a paraplegic. It was a painfully long and slow process, but she gradually regained her strength and was able to care for herself, although she never hoped to walk again. She saw the necessity of completing the other three years of high school work, and after receiving her diploma, the Rehabilitation Division sponsored her secretarial training at the Woodrow Wilson Rehabilitation Center in Fisherville, Virginia. She enjoyed the life at the Center—with more than half the students in wheelchairs. It's hard for able-bodied people to imagine wheelchair softball games and wheelchair square dances! After completion of her training, and several unsuccessful attempts at job finding, her Rehabilitation counselor found the perfect job for her—office work in the welfare department in her home town; perfect, because there were no steps into the building, and here she could make full use of her training. A willing, cheerful and efficient worker, she has now been working for five years and they hope to keep her.

VII

What Other Educational Institutions Are Operated in North Carolina?

PUBLIC

Federal Schools

The federal government operates elementary or secondary schools at two military bases, Camp Lejeune and Fort Bragg, and one at the Cherokee Indian Reservation.

Special State-Supported Schools

Several State-supported institutions, established for certain specific purposes, also provide instructional programs. They are the following:

North Carolina School for the Deaf, Morganton

State School for the Blind and Deaf, Raleigh

Stonewall Jackson Training School, Concord

State Home and Industrial School for Girls, Eagle Springs

Morrison Training School, Hoffman

Eastern Carolina Training School, Rocky Mount

State Training School of Negro Girls, Kinston

The first two are operated under independent boards of trustees, whereas the latter five are under the general supervision of the State Board of Public Welfare.

Vocational Trade Schools

There was one public school in this classification in 1957-58, the Vocational Textile School at Belmont. This school operated under the direction of a special board of trustees and is closely supervised by the State Department of Public Instruction.

Colleges and Universities

The State supports twelve institutions of higher learning: six for white students, five for Negroes, and one for Indian. The accompanying table shows the enrollment in these institutions as of October, 1957.

ENROLLMENT IN PUBLIC COLLEGES
(As of October of each year)

Institution	Men		Women		Total	
	1954-55	1957-58	1954-55	1957-58	1954-55	1957-58
SENIOR—WHITE						
University, Chapel Hill	4,993	5,718	1,068	1,320	6,061	7,038
State College	4,228	5,652	52	105	4,280	5,757
Woman's College	5	10	2,335	2,255	2,340	2,265
Appalachian Teachers	647	1,007	805	942	1,452	1,949
East Carolina	1,178	1,672	1,185	1,695	2,363	3,367
Western College	567	768	330	386	897	1,154
Total	11,618	14,827	5,775	6,703	17,393	21,530
NEGRO						
Agricultural & Technical	1,481	1,368	641	696	2,122	2,044
North Carolina at Durham	529	556	877	799	1,406	1,355
Elizabeth City	109	144	330	241	439	385
Fayetteville	159	178	467	347	626	525
Winston-Salem	210	266	586	663	796	889
Total	2,448	2,512	2,901	2,726	5,399	5,238
INDIAN						
Pembroke	59	179	102	159	161	338
TOTAL SENIOR	14,165	17,518	8,778	9,588	22,943	27,106
JUNIOR—WHITE						
Asheville-Biltmore	210	157	98	52	308	209
Charlotte	177	347	13	28	190	375
Wilmington	137	298	113	90	250	388
Total	524	802	224	170	748	972
NEGRO						
Carver	123	176	28	70	151	246
Wilmington (Off-Campus)*	14	45	11	45	25	90
Total	137	221	39	115	176	336
TOTAL JUNIOR	661	1,023	263	285	924	1,308
TOTAL SENIOR AND JUNIOR						
TOTAL	14,826	18,541	9,041	9,873	23,867	28,414
White	12,142	15,629	5,999	6,873	18,141	22,502
Negro	2,625	2,733	2,940	2,841	5,565	5,574
Indian	59	179	102	159	161	338

* Sponsored by Fayetteville State Teachers College in 1954-55

NON-PUBLIC**Kindergarten**

Although the law permits the establishment of public kindergartens, none has been provided. There is, however, a large number of non-public schools operated privately, some by church organizations. All such institutions are, according to law, subject to the supervision of the State Department of Public Instruction and to standards adopted by the State Board of Education. A new bulletin, *Schools for Young Children*, containing these standards and other suggestions for the education of children prior to their enrollment in the first grade, was issued in 1955.

Elementary Schools

A total of 62 non-public elementary schools (55 white and 7 Negro), operated in 1957-58. Sixteen of these were for first-grade children only. Most of these schools were located in city administrative units.

High Schools

During 1957-58 there were 41 non-public schools (34 for white and 7 for Negroes) offering high school curricula. A majority of these were church-related. All except eight were accredited by the State Department of Public Instruction; 15 were accredited by the Southern Association of Secondary Schools and Colleges.

Vocational Trade Schools

There were three private schools of this type, two for whites and one for Negroes. They were: John C. Campbell Folk School at Brasstown; Penland School for Handicrafts, Penland; and Home Eckers Trade School at Raleigh. The later is for Negroes.

Colleges and Universities

There are 42 classified private and church-related institutions of higher learning located in North Carolina, not including a seminary for graduate students, three Bible colleges, and one unclassified institution. Of these 42 institutions, 23 are senior grade and 19 junior. Thirty-five of the 42 are for white students and seven for Negroes. The accompanying table shows the enrollment in these institutions as of October, 1957.

NORTH CAROLINA PUBLIC SCHOOLS

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ENROLLMENT IN NON-PUBLIC COLLEGES

(As of October of each year)

Institution	Men		Women		Total	
	1954-55	1957-58	1954-55	1957-58	1954-55	1957-58
SENIOR—WHITE						
Atlantic Christian	286	519	210	336	496	855
Belmont Abbey	269	400	1	10	270	410
Black Mountain	10	**	6	**	16	**
Catawba	377	499	162	238	539	737
Davidson	844	870	0	0	844	870
Duke*	3,842	3,603	1,184	1,705	5,026	5,310
Elon	669	935	215	252	884	1,187
Flora Macdonald	9	16	272	291	281	307
Greensboro	12	45	342	364	354	409
Guilford	392	744	182	214	574	958
High Point	554	645	301	313	855	958
Meredith	6	0	613	637	619	637
Lenoir Rhyne	523	549	359	357	882	906
Montreat	2	10	179	172	181	182
Pfeiffer	+	448	†	275	†	723
Queens	38	93	396	532	434	625
Salem	14	22	322	390	336	412
Wake Forest	1,382	1,800	322	489	1,704	2,289
Total	9,229	11,198	5,066	6,577	14,295	17,775
NEGRO						
Barber Scotia	1	23	184	191	185	214
Bennett	0	0	450	444	450	444
Johnson C. Smith	304	470	330	371	634	841
Livingstone	137	190	251	269	388	459
Shaw	207	236	314	326	541	562
St. Augustine's	157	177	292	216	499	393
Total	806	1,096	1,821	1,817	2,627	2,913
TOTAL SENIOR	10,035	12,294	6,887	8,394	16,922	20,688
JUNIOR—WHITE						
Brevard	89	194	130	124	219	318
Campbell	310	569	142	211	452	780
Chowan	188	267	113	77	301	344
Edwards Military Institute	108	154	0	0	108	154
Garner-Webb	217	323	139	155	356	478
Lees-McRae	164	184	152	152	316	336
Louisburg	121	253	81	115	202	368
Mars Hill	417	619	445	443	862	1,062
Mitchell	43	74	74	74	117	148
Mount Olive	***	39	***	48	***	87
Oak Ridge	54	59	0	0	54	59
Peace	0	0	212	264	212	264
Pfeiffer	208	†	142	†	350	†
Pineland	0	0	38	47	38	47
Presbyterian	91	145	2	11	93	156
Sacred Heart	2	0	172	217	174	217
St. Genevieve	0	**	82	**	82	**
St. Marys	0	0	203	213	203	213
Warren Wilson	70	106	73	117	143	223
Wingate	183	439	70	169	253	608
Total	2,265	3,425	2,270	2,436	4,535	5,862
NEGRO						
Immanuel Lutheran	15	24	19	17	34	41
TOTAL JUNIOR	2,280	3,449	2,289	2,454	4,569	5,903
TOTAL SENIOR AND JUNIOR						
TOTAL	12,315	15,743	9,176	10,848	21,491	26,591
White	11,494	14,623	7,336	9,014	18,830	23,637
Negro	821	1,120	1,850	1,834	2,261	2,954

* Division as to men and women in 1954-55 estimated incorrectly.

** Not operated as college in 1957-58.

*** Not operating in 1954-55.

† Junior college in 1954-55; Senior college in 1957-58.

VIII

What Are the Recommendations for Improving the Public Schools?

One of the administrative duties of the State Superintendent of Public Instruction, as defined in Chapter 115 of the General Statutes, is "to report biennially to the Governor" such information and statistics as would reflect the status of the public schools and to submit "recommendations for their improvement." Statistical and descriptive data on school operations in North Carolina have been presented in the preceding sections of this Report; this section, therefore, constitutes the State Superintendent's recommendations to the Governor and the General Assembly for the further improvement of the public schools.

The 1957-59 appropriation for the support of the public school enrollment of more than 1,000,000 children is approximately \$320,000,000. To continue our schools during the 1959-61 biennium at the present levels of operation and support will require an appropriation increase of approximately \$12,000,000. This projection is reflected in the "A" section of the budget request. The "B" section of the budget request contains the areas of opportunity for expansion and improvement. The recommendations outlined here are in support of the "B" budget request as summarized on the following page.

General Statement

The "B" Budget Requests for the Biennium 1959-61 have been prepared in the belief that good classroom instruction is the real objective of the public schools. The request for additional personnel, more instructional and library materials, increases in salaries, and a longer work period for teachers has as its primary objective the improvement of classroom instruction. Provision for the additional funds requested will be a forward step toward improving the quality of instruction afforded in the public schools.

"B" BUDGET REQUEST BY PURPOSES 1959-61

Purpose	"B" Budget Request		Total
	1959-60	1960-61	
A. Salary Increase of Personnel Included in "A" Budget			
1. Superintendents	\$ 239,618	\$ 263,364	\$ 502,982
2. Clerical Assistants	68,785	68,785	137,570
3. Property and Cost Clerks	23,175	23,175	46,350
4. Classroom Teachers (Academic)	12,977,486	13,279,484	26,256,970
5. Building Principals	8,573	8,257	16,830
6. Classified Principals	1,045,428	1,080,523	2,125,951
7. Supervisors	126,513	127,037	253,550
8. Janitors and Maids	456,944	466,217	923,161
9. Bus Drivers	148,662	151,956	300,618
10. Mechanics	188,442	193,618	382,060
11. Agriculture Teachers	237,640	238,880	476,520
12. Home Economics Teachers	177,913	180,647	358,560
13. Trades and Industries Teachers	99,986	103,160	203,146
14. Distributive Education Teachers	18,412	19,640	38,052
15. Teacher Training	14,325	14,752	29,077
Total Salary Increase	\$15,831,902	\$16,219,495	\$32,051,397
B. Extended Term of One Week for Academic Teachers			
	\$ 3,773,371	\$ 3,860,889	\$ 7,634,260
C. Additional Personnel			
1. Guidance and Counseling Teachers	\$ 414,701	\$ 624,077	\$ 1,038,778
2. Guidance and Counseling (State Office)	14,712	14,958	29,670
3. Librarians	829,402	1,248,153	2,077,555
4. Special Education	124,410	187,223	311,633
5. Additional Teachers to Enable Principals to Render More Effective Service	1,244,103	1,248,153	2,492,256
6. Home Economics Teachers	48,533	87,851	136,384
7. School Planning Division (State Office)	43,200	50,534	93,734
Total Additional Personnel	\$ 2,719,061	\$ 3,460,949	\$ 6,180,010
D. Industrial Education Centers			
1. Operation (Salaries and Other Cost)	\$ 377,469	\$ 394,687	\$ 772,156
2. Equipment	1,491,000	—	1,491,000
Total Industrial Education Centers	\$ 1,868,469	\$ 394,687	\$ 2,263,156
E. Other Expansion and Improvement in Standards			
1. Office Expense (School Units)	\$ 6,130	\$ 6,130	\$ 12,260
2. Instructional Supplies	402,689	411,474	814,163
3. Water, Light, and Power	154,325	157,457	311,782
4. Janitorial Supplies	49,668	50,676	100,344
5. Telephones in Schools	70,954	72,394	143,348
6. City Transportation	430,207	441,397	871,604
7. School Libraries	529,854	541,413	1,071,267
8. Child Health Program	183,956	187,424	371,380
9. Technical Workshops (Agriculture)	6,000	6,000	12,000
10. Additional Scholarships—Teacher Education	52,500	105,000	157,500
Total Other Expansion & Improvement	\$ 1,886,283	\$ 1,979,365	\$ 3,865,648
Grand Total "B" Budget Request (State Board of Education)	\$26,079,086	\$25,915,385	\$51,994,471
F. Department of Public Instruction			
Grand Total "B" Budget Request	\$26,174,565	\$26,009,054	\$52,183,619

A. Salaries of School Personnel

The State Board of Education strongly recommends salary increases as a means of helping to obtain and hold a competent supply of personnel. There is aroused public interest in the job being done in the public schools. Only through quality personnel can we improve the quality of instruction and gear it to present-day needs.

It is the considered judgment of the State Board of Education that a way must be found by which pupils in the public schools

of North Carolina will continue to have the best possible teachers and administrators. Many factors are considered by young people in choosing a career. The factors which cause young persons with fine intellect, magnetic personality, and characteristics of well-balanced leadership to choose professions other than teaching must be met by the public schools. Our finest young people must desire to return to the public schools as teachers, principals, and supervisors. Salary is one realistic factor in their decision.

The Board requested the 1957 General Assembly to appropriate funds to provide for a salary schedule of \$2,900 to \$4,500 for teachers. Funds were appropriated to provide a schedule of \$2,799 to \$4,338. Even with the increase granted, the Board is of the opinion that another substantial increase must be made in the salaries of teachers and other school personnel at this time.

The "B" budget request submitted for teachers' salaries during the coming biennium is based on a beginning salary of \$3,100 for teachers holding the Class A Certificate and a maximum salary of \$4,800 for teachers holding the Graduate Certificate, for the nine months school term.

The current salary schedules for principals and superintendents call for adjustment. Through the years there have been cases of principals receiving a higher monthly salary than the superintendent of the administrative unit. During the 1957-58 school year, there were 71 administrative units in which one or more principals received a higher monthly salary from State funds than the superintendent. There were 105 principals who received a higher monthly salary than their superintendent and 2 who received a higher annual salary in 10 months than the superintendent received in 12 months. This situation affects practically every bracket in the Superintendent's Salary Schedule. In those 71 administrative units, 53 of the superintendents had four or more years experience as a principal. If this situation is to be remedied, it will be necessary to make a substantial adjustment in the superintendents' schedule.

In addition to teachers and superintendents, similar salary increases and adjustments approximating ten per cent are recommended for principals, supervisors, and other personnel.

B. Extended Term of Service for Teachers

One week of additional service for teachers will improve the quality of education. It will make possible 180 days of uninterrupted instruction for all pupils and will thereby greatly acceler-

ate instructional opportunity. These five additional days, a part before school opens and part after the close of school, are urgently needed for specific purposes of curriculum planning, conferences with parents and students, pupil guidance, and a positive approach to the true function of the school. These days are not requested for or intended to be used for school housekeeping, nor is this request made as a means of increasing the total pay of teachers; on the contrary, it is made in the firm belief that it will materially improve the operation of the public schools. Good teaching requires time for planning and evaluating.

C. Additional School Personnel

1. *Guidance Counseling Personnel:*

As a means of strengthening education in this State, and especially by creating and sustaining more purposefulness on the part of students, there is an unmistakable demand for guidance services in meeting the needs of North Carolina boys and girls. Although many worthwhile and commendable guidance services are being attempted in the schools, a large number of pupils do not receive the kind of assistance they need. Consequently, talents go unnoticed, poor occupational choices are made, and the best development of the pupil is not being realized.

Guidance services are planned primarily to help a student in discovering his interests, abilities, and aptitudes; choosing school courses which will lead him to the achievement of the best educational and vocational goals; and in starting toward a realistic and suitable career choice.

Guidance services involve assembling full information about the pupil; giving assistance to pupils in selecting courses in school and planning post-high school education; making information available to pupils about occupations and education opportunities—such as job requirements, qualifications needed, trends in jobs, available scholarships and loans in colleges; and obtaining information from drop-outs and graduates in order to determine the effectiveness of the total school program.

2. *Librarians:*

The quality of the instructional program in any given school is no better than the quality of the library facilities and services within that school. Through the decades North

Carolinians have recognized the principle inherent in this assertion and have encouraged school administrators to establish school libraries. Under the impetus of this interest more than 5 million library books (an average of slightly more than 5 books per child) are now owned by North Carolina schools, but never has the State provided funds directly with which to employ personnel to insure satisfactory use of this vast collection of volumes.

Some North Carolina schools are staffing the school libraries through local funds. In many instances, teachers allotted by the State for other duties are used as librarians. More than 870 schools with central libraries have no trained person assigned to the library for any part of the school day.

Although the organization of materials and the keeping of records are important in a school library, these are incidental to the work a librarian can do in relating library books and materials to the curriculum of the school. This service to teachers and pupils is a great aid in making effective the curriculum of the school.

An important contribution to the improvement of all phases of public school education can be made by providing, through trained library personnel:

- a. For better use of materials in many subject areas and on varied reading levels, including books, encyclopedias, films, filmstrips, newspapers, pamphlets, magazines, and recordings.
- b. Assistance to pupils and teachers in locating materials through the card catalog, printed indexes, and bibliographies.
- c. Assistance to students in developing effective study skills in such areas as classification and arrangement of books, note-taking, bibliography-making, and dictionary use.
- d. Encouragement of lifetime habits of reading and of using libraries by presenting outstanding books to students, by encouraging pupils to share their reading pleasures with others, and by helping individual pupils—gifted, average, and slow learners—to make wise reading choices.

A trained librarian's service, which may be utilized in one or more schools, is a real need in the schools.

3. *Special Education Teachers:*

At the present time, in 80 of the 174 county and city administrative units, 12,149 speech defective, hard of hearing, crippled, cerebral palsied, visually handicapped and mentally retarded children are being taught by 240 specially trained teachers. Of the 240 teachers, 195 are paid from State funds. Interest on the part of parent groups as well as public school personnel has increased to the point that special classrooms designed to meet the special needs of these handicapped children are being constructed. Likewise, local clubs and organizations are providing scholarships to train teachers for the handicapped and to train psychological personnel for proper identification and classification of these children. Eight colleges and universities throughout the State are offering courses in special education. The growth and public acceptance of this service for handicapped children, as well as the educational merits of special teachers for special children, commend the request for expansion in this area.

Funds for additional special education teachers are necessary if the program is to be extended to the counties where no programs exist. Funds to permit the employment of at least 30 additional special education teachers for the 1959-60 school year and 45 for the 1960-61 school year are needed to meet the demand for expansion of special education services.

4. *Additional Teachers to Enable Principals to Render More Effective Services:*

Three hundred additional teachers are requested in order that principals in the large schools may be relieved of teaching duties to perform their duties in administration and supervision. This should result in the improvement of instruction. The principal must have time for leadership if the objectives of education are to be realized.

The duties of the principal within the school are of primary importance and are grouped around the areas of planning, organization, supervision, and evaluation. Careful planning on the part of the principal with his faculty is necessary before school opens, throughout the school year, and after school closes. In the area of organization the principal carefully studies his personnel and students

in order that all functions of the educational program may be so organized as to permit maximum achievement. In the area of supervision it is the principal's chief responsibility to provide leadership in the improvement of instruction. This includes not only classroom visitation but the development of in-service programs for teacher growth. The principal's leadership in the area of evaluation is likewise essential. Only through a proper continuous evaluation of the school can modifications in curriculum and organization be safely made.

Educational returns from the money spent on the salary of the principal can be increased materially by making it possible for him to perform his logical leadership functions involving pupils, teachers, and the community.

D. Industrial Education Centers

The only expansion in Trade and Industrial Education, with the exception of salary increases, is for Industrial Education Centers. The Advisory Budget Commission has approved the use of the appropriation of \$500,000 made available by the last General Assembly for equipment in the seven locations approved by the State Board of Education. By this action there is implied approval of the eleven additional centers, which were approved by the State Board, by the Advisory Budget Commission for funds sufficient to purchase equipment and provide for instruction. The amounts listed in the "B" Budget request are needed to provide instruction for the additional centers which need to begin operation during the 1959-61 biennium.

In the past few years, North Carolina's new and expanding industrial development has added a great number of skilled workers to the work force. All evidence of technological development points to an expanded demand for trained workers in the highly skilled occupations. The Industrial Education Center approach will enable North Carolina to fulfill economically its obligation to train both its high school and adult population for entrance into and progress in trade and industrial pursuits. It is a sound long range effort because:

1. Through better selection of students it will enable the State to offer training only to those students who can profit most from the instruction.

2. By selecting students from more than one school, and from more than one administrative unit, the classes will be larger and the per student cost should be less.
3. It will enable adults to increase their skills and keep abreast of technological change affecting their livelihood.
4. It will enable a community to meet the skilled worker needs of new and expanding industries.
5. It will provide a flexible pattern whereby communities may discontinue courses when training needs have been met, with equipment transferred to another location.

The presence of vocational courses in the curriculum of many of the institutions of higher learning in the State where the instruction is most expensive, indicates a demand by students and employers for instruction in this field beyond that now offered in the high school. Much of this instruction can be given in the Industrial Education Centers.

E. Other Expansion and Improvement in Standards

1. Instructional Supplies:

The request for \$402,689 for 1959-60 and \$411,474 for 1960-61 represents an increase of 38¢ per pupil in estimated average daily membership for the prior year. The present allotment for this item of \$1.12 per pupil is simply inadequate to meet the needs.

For the year 1956-57, the schools expended a total of \$1,635,416 for instructional supplies. Of this total expenditure, \$745,623 or 45.59% was from State funds and \$889,793 or 54.41% was from local funds. The cost of these materials has continued to increase and many schools do not have adequate materials with which to carry on an instructional program.

2. City Transportation:

We are requesting \$430,207 for 1959-60 and \$441,397 for 1960-61 for the transportation of pupils residing in the corporate limits of cities and towns and who live $1\frac{1}{2}$ miles or more from school. This estimated cost is based on a survey recently completed.

In recent years there has been a great demand from officials and patrons of city school administrative units for the State to transport, at public expense, all pupils residing within the corporate limits of municipalities who live more than one and one-half miles from their schools. This de-

mand has been brought about in part because of the trend in consolidation of schools within the cities. This means that many city pupils live a greater distance from school than formerly, principally because of the consolidations and annexations made in recent years by municipalities.

The problem has been further aggravated by the fact that a great many municipalities have extended their corporate limits to embrace certain areas formerly served by the county school systems and within these areas pupils were formerly entitled to and did receive school transportation services. Under the existing law these pupils were denied school transportation service when they were taken into the corporate limits of the municipality even though they lived one and one-half miles or more from their schools. The 1957 Legislature remedied this situation for all municipal extensions made since February 6, 1957. Since this legislative action, pupils in some areas of municipalities are transported and those in other areas are not, depending entirely upon the date that the area became a part of the municipality.

City school and municipal authorities contend that under the present law their patrons are being discriminated against and that they are not receiving their full share of the school dollar because city pupils have to walk a greater distance to school than pupils residing in the rural areas or they have to provide transportation at their own expense. These authorities contend that city pupils should share in the transportation program equally with the pupils residing in the rural areas of the county and that the absence of transportation services imposes an economic hardship upon a great many of the school patrons and that the pupils are being subjected to undue traffic hazards.

3. *School Libraries:*

The request of \$529,854 for 1959-60 and \$541,413 for 1960-61 is based on increasing the allotment for this item from 50 cents to \$1.00 per pupil in average daily attendance for the prior year. The present allotment for this item of 50 cents per pupil is inadequate to meet the needs for replacement library books and for operating the school libraries.

The present allotment of 50 cents per pupil has remained constant for almost eight years, whereas the price of books, magazines, binding, and supplies has increased consistently each year for a number of years. As prices advance and the basis of allotment remains the same, the result is increasing inadequacies rather than progressive improvement in school libraries. Good libraries are essential for the development of a good instructional program.

4. *Child Health Program:*

The request for this item of \$183,956 for 1959-60 and \$187,424 for 1960-61 is based on a proposed increase in the allotment of \$250.00 per county and 15 cents per pupil in average daily membership for the prior year. The present allotment basis is \$750.00 per county and 35 cents per pupil. This request is the same basis of allotment used for the first four years of the operation of this program, from 1949-50 through 1953-54.

Practically all of these funds are expended for the correction of defects of indigent children. Most of the administrative units do not have sufficient funds under the present allotment basis to meet the needs for correction of defects. Many school pupils have defects that are affecting their health and school achievement, but their parents are financially unable to have the corrections made. Requests from school units for additional funds with which to render this important service cannot be granted under the present appropriations.

5. *Technical Workshops in Vocational Agriculture:*

The request for \$6,000 each year of the biennium to help finance technical workshops for vocational agriculture teachers is needed to help develop competencies necessary to adjust local programs of agricultural education to the rapid changes occurring in the agricultural economy of our State. More than half of the teachers currently employed by local boards of education have been teaching 12 or more years. Since their graduation from college an agricultural "revolution" has occurred. If vocational agriculture teachers are to exercise the leadership expected of them and if they are to adjust the agriculture curriculum to meet the need of a changing economy, in-service training is imperative.

6. *Scholarship Loans for Prospective Teachers:*

Response to the Scholarship Loan Fund, created by the 1957 General Assembly, has been most enthusiastic. The program gives promise of becoming one of the most valuable acts of the General Assembly in behalf of education and the general welfare of the State.

The desire of worthy high school graduates to continue their education and to become teachers is revealed in the fact that more than 900 applications were received for the 300 awards made in 1957 and more than 1200 applications were received for the 300 additional awards granted for 1958. The Awards Committee has been very favorably impressed with the qualifications of the applicants. Strict adherence to the criteria governing a loan would permit far more awards than are possible under the present appropriation. Economic status appears to be the main deterrent to college admission and ultimately to a more adequate supply of teachers.

Impressed with the experience of two years, the State Board of Education is therefore requesting that this program be expanded to permit funds for 450 awards annually. This expansion would yield 450 teachers annually—450 college graduates who otherwise might not have gone to college and who will stay in North Carolina and repay the State in superior teaching service.

F. Staff Services—Department of Public Instruction

It is the function of the State Department of Public Instruction to provide leadership for the people of the State in their quest for better schools. Accordingly, funds are requested with which to employ the following personnel:

1. Public Information Officer.
2. Supervisors in the areas of (a) high school organization and administration, (b) curriculum, (c) early childhood education and non-public schools, (d) art, (e) audio-visual education, (f) library services, (g) instructional materials, (h) guidance and counseling, and (i) speech and hearing.
3. Schoolhouse planning engineer.
4. Architect and landscape architect.
5. Graphic arts designer.
6. Administrative officer.
7. Stenographers and clerical assistants.

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